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**ANNEX**







**Catalogue**

**of**

**Mount Hermon School**

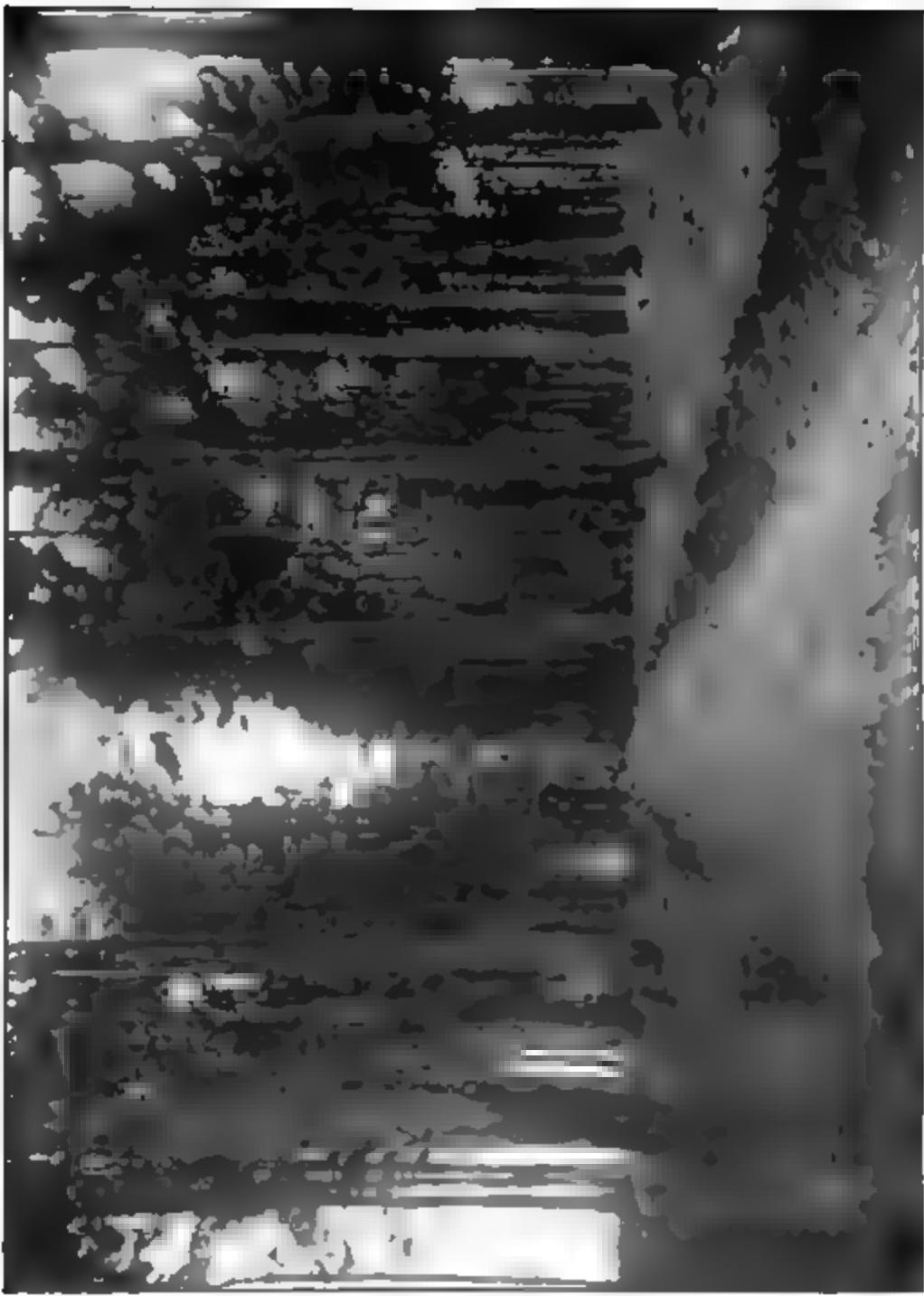
**Founded by D. L. Maudy**

**1906-07**





**Entrance to Mount Vernon**





CATALOGUE

OF

Mount Hermon School

402674

"Behold, how good and how pleasant it is  
For brethren to dwell together in unity!  
It is . . .  
Like the dew of Hermon,  
That cometh down upon the mountains of Zion:  
For there the Lord commanded the blessing,  
Even life for evermore."

AMON WOOD  
JULIA W.  
WADDELL

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## I T E M S   O F   I N T E R E S T.

First purchase of school property .	November, 1879
Mr. Camp's gift of \$25,000 .	September 10, 1880
School opened for instruction .	May 4, 1881
School incorporated . . . .	May 19, 1882
Mr. Moody died . . . .	December, 1899
Founder's Day (Mr. Moody's birth-day) . . . . .	February 5
Number of students, 1881-83 . . .	25
Number of students, January, 1884 . . .	70
Number of students, January, 1885 . . .	90
Number of students, Fall term, 1905 . . .	424
Number of students, Fall term, 1906 . . .	448
Average age of students in attendance January 1, 1906 . . . . .	20 years and 1 month
Average age of seniors in attendance January 1, 1906 . . . . .	23 years and 10 months
Courses of study adopted . . . . .	September, 1885
First class graduated . . . . .	June, 1887
Number of graduates to date, December, 1906 . . . . .	428
Total number of students entered to date, December, 1906 . . . . .	5,093
Alumni Association organized . . . . .	June, 1888
Twentieth anniversary celebrated . . . . .	April, 1901
Twenty-fifth anniversary celebrated . . . . .	July, 1906

# CALENDAR 1906-1907.

Term begins . . . .	Friday, Aug. 31, 1906
Mountain Day . . . .	October, 1906
Thanksgiving Day . . .	Thursday, Nov. 29, 1906
Term ends . . . .	Thursday night, Dec. 20, 1906
Term begins . . . .	Friday, Jan. 4, 1907
Founder's Day . . . .	Tuesday, Feb. 5, 1907
Term ends . . . .	Thursday night, April 25, 1907
Term begins . . . .	Friday, May 3, 1907
Independence Day . . .	Thursday, July 4, 1907
Term ends . . . .	Thursday night, Aug. 22, 1907
Term begins . . . .	Friday, Aug. 30, 1907
Mountain Day . . . .	October, 1907
Thanksgiving Day . . .	Thursday, Nov. 28, 1907
Term ends . . . .	Thursday night, Dec. 19, 1907
Term begins . . . .	Friday, Jan. 3, 1908
Founder's Day . . . .	Wednesday, Feb. 5, 1908
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# 1906

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
							1	1	2	3	4	5	6		1	2	3											
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31	23	24	25	26	27	28	29	
30																					30	31						

# 1907

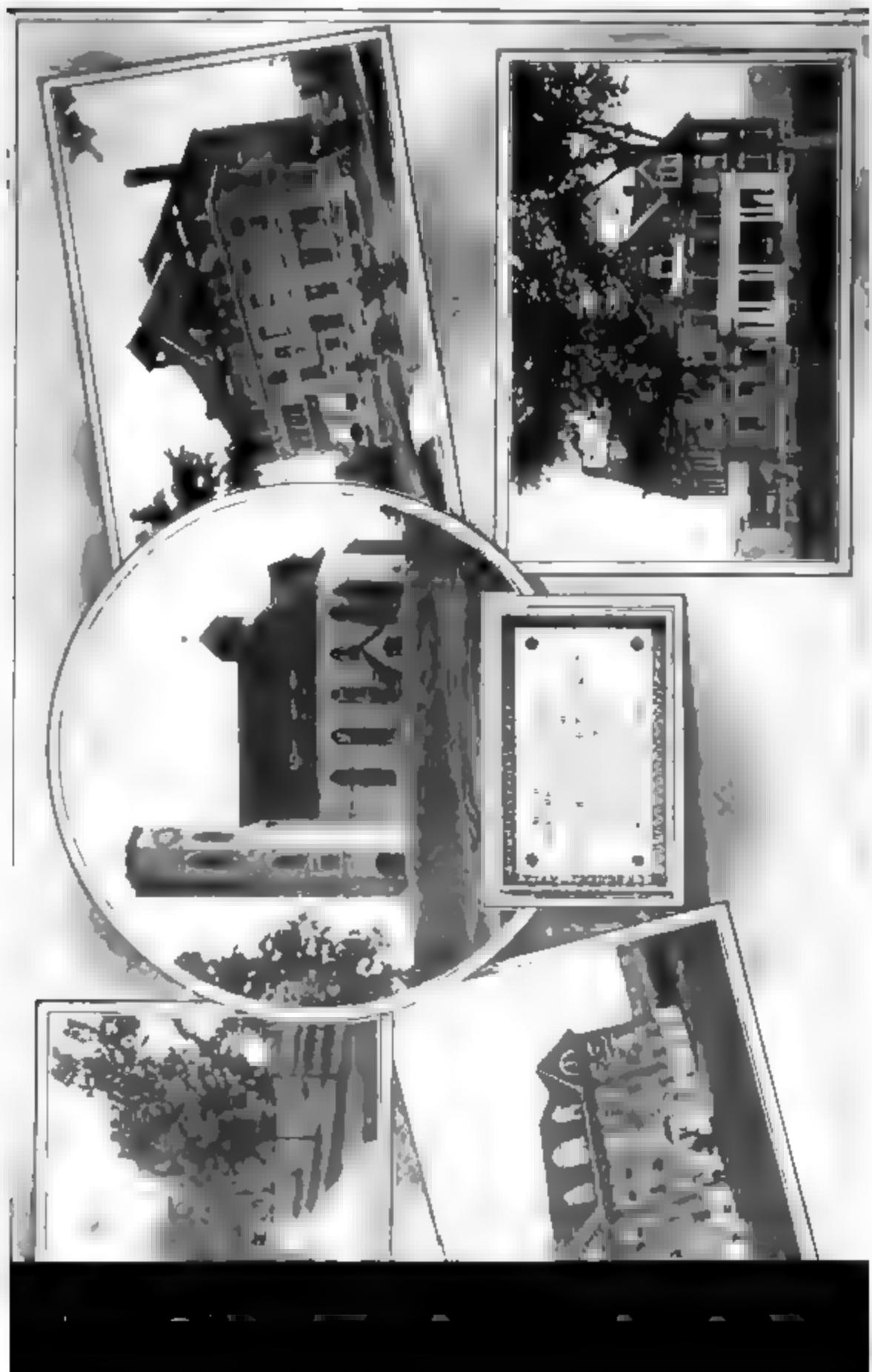
JANUARY							FEBRUARY							MARCH							APRIL							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
							1	2							1	2					1	2	3	4	5	6		
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30	28	29	30					
														31														
MAY							JUNE							JULY							AUGUST							
1	2	3	4	5	6	7	1	2	3	4	5	6		1	2	3	4	5	6		1	2	3					
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31	
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER							
1	2	3	4	5	6	7	1	2	3	4	5			1	2	1	2	3	4	5	6	7						
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	
29	30						27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					

## DIRECTIONS.

Come to Mount Hermon station, on the Connecticut & Passumpsic Division of the Boston & Maine Railroad, ten miles north of Greenfield, whence transportation to the school can be obtained.







## CORPORATORS.

<b>COL. J. J. JANEWAY</b>	<i>New Brunswick, N. J.</i>
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<b>MR. JEREMIAH HOLMES</b>	<i>Bridgeport, Conn.</i>
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<b>MR. L. A. CROSSETT</b>	<i>Benton, Miss.</i>
<b>MR. JACOB P. BATES</b>	<i>Benton, Miss.</i>
<b>MR. A. B. GOODRICH</b>	<i>Brooklyn, Conn.</i>
<b>MR. W. F. HOLBROOK</b>	<i>Kennebunk, N. H.</i>
<b>COL. N. P. POND</b>	<i>Ridgefield, N. Y.</i>
<b>MR. SAMUEL D. DAVIS</b>	<i>Lakeville, N. J.</i>
<b>MR. J. D. CUTTER</b>	<i>New York City</i>
<b>MR. FRANK R. CHAMBER</b>	<i>New York City</i>
<b>MR. RICHARD WHITF</b>	<i>Bethel, Conn.</i>

# FACULTY.

HENRY FRANKLIN CUTLER, M. A.,  
PRINCIPAL.

CHARLES E. DICKERSON, M. S., *Vice Principal*,  
HEAD OF DEPARTMENT OF SCIENCE.  
PHYSICS AND CHEMISTRY.

JAMES McCONAUGHEY, M. A.,  
HEAD OF DEPARTMENT OF ENGLISH BIBLE.  
THE ENGLISH BIBLE.

LYON L. NORTON, B. A.,  
HEAD OF DEPARTMENT OF MATHEMATICS.  
MATHEMATICS.

FRANK L. DULEY, B. A.,  
HEAD OF CLASSICAL DEPARTMENT.  
GREEK AND LATIN.

- MARY A. DEWEY,  
ENGLISH.
- J. ELIZABETH BIGELOW,  
GREEK AND LATIN.
- GARDINER L. WAGAR, B. A.,  
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- PAUL D. MOODY, B. A.,  
THE ENGLISH BIBLE.
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- ELIZABETH CONWAY,  
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- A. WILSON ATWOOD, M. D.,  
RESIDENT PHYSICIAN AND MEDICAL ADVISER.
- GEORGE McMILLAN,  
SUPERINTENDENT OF WORK AND BUYER.
- ROY R. HATCH,  
LABORATORY ASSISTANT.

# STUDENT REPRESENTATION

1906.

Total number of different students enrolled during  
the calendar year.

UNITED STATES.	Oregon . . . . .	1
New York . . . . .	Oregon . . . . .	1
Massachusetts . . . . .	Wyoming . . . . .	615
Connecticut . . . . .	~	~
<u>New Jersey</u> . . . . .	~	~



## I.

# The Mount Hermon Boys' School.

### ORIGIN.

THE Mount Hermon Boys' School was established by Dwight Lyman Moody. Funds were contributed by several men interested in the practical Christian education of boys and young men. Mr. Hiram Camp, the first President of the Board of

Trustees, gave twenty-five thousand dollars, and several thousands were received from Great Britain.

Two good farms lying side by side were purchased, some necessary changes made in the buildings, and on May 4, 1881, the school was opened. Additional tracts of land have been purchased since, so that the school now owns several hundred acres.

The school was incorporated in 1882, under the laws of Massachusetts.

#### LOCATION.

The school is situated on the west side of the Connecticut River, opposite Northfield, on high, sloping ground, commanding an extensive view of river, valley, and mountain. The site was selected with reference to the best sanitary conditions, good drainage, pure air, excellent water; to remoteness from crowded neighborhoods, and to freedom from adverse influences often found in towns or cities. The buildings are about a mile from the Mount Hermon station on the Connecticut & Passumpsic Division of the Boston & Maine Railroad, ten miles north of Greenfield. The address for matter by mail, express or freight, is simply "Mount Hermon, Mass." ; for telegrams, via "East Northfield, Mass."

#### PURPOSE.

The school is for young men of sound bodies, good minds, and high aims. It is designed for those who have already conceived a serious purpose in life; for those who are in earnest to secure a useful education; for those who desire to know more of the Bible. Vicious or idle boys are not wanted; neither are those

who have failed to make good progress in other schools, nor those who are drifting, nor those who have delicate physical constitutions.

Its aim is to furnish a thorough Christian training to young men and boys of earnest purpose but small means. In Mr. Moody's own words: "To help young men of very limited means to get an education such as would have done me good when I was their age. I want to help them into lives that will count the most for the cause of Christ."

It further aims to care for the physical welfare of its students, to train them to industrial habits, and to give them some practical knowledge of work by requiring of each one a certain amount of manual labor daily.

#### E Q U I P M E N T .

The equipment of the school for its work is as follows:—

#### R E C I T A T I O N H A L L .

This is one of the first buildings erected upon the campus. It is a substantial brick edifice eighty by fifty feet, three stories high above the basement, and contains recitation rooms, the library and reading room, and the offices of the principal and cashier. In this building is also the room in which the great Student Volunteer Movement was first organized in

LL. D., a member of the Board of Trustees. It contains laboratories for physics, chemistry, biology, and agriculture, recitation rooms, and a lecture hall seating two hundred and thirty-four. The museum, a large mechanical drawing room, scientific reference library and reading room, and the office of the vice principal, are also in this building. In the basement are the workshop, storeroom, electrical testing room, electric light plant, with power furnished by a gas engine, and a storage battery of fifty-two cells.

### **T H E C H A P E L .**

The chapel, a gift to Mr. Moody on his sixtieth birthday from his friends in England and America, was erected in 1898. It is beautifully situated on an elevation near the center of the campus overlooking the Connecticut Valley. The building is constructed of gray granite and has a seating capacity of one thousand.

### **D W I G H T ' S H O M E .**

Dwight's Home, the school hospital, was so named by Mr. D. L. Moody in memory of his grandson, little Dwight, who died November 30, 1898. The Home contains sixteen rooms, of which six have thus far been fitted up as wards by friends of the school.

The "Eleanor Ward" was furnished by Mr. and Mrs. James McConaughy in memory of their little daughter.

The "Huston Ward" of two rooms is in memory of Dr. Charles Huston and was furnished by his daughter, Miss A. L. Huston, of Germantown, Pa.



Dwight's Home

The "Weston Ward," with accommodations for three patients, was the gift of Dr. Henry Weston of Chester, Pa.

The "Irene" and "Dwight Wards," two adjoining rooms, are in memory of Irene and Dwight L. Moody, who were born at the Home before it became school property.

The "Sun Room," with full southern exposure, and opening onto a wide veranda, was fitted up by Mrs. D. L. Moody as a convalescent room.

## **T H E D O R M I T O R I E S.**

The largest of the dormitories is Crossley Hall, erected in 1884 and named in memory of the son of F. W. Crossley of England, a liberal supporter of the school in its early days. This is a four-story brick building with granite trimmings, and contains rooms for about one hundred and ninety students. On the second floor is the parlor and reading room.

Overtoun Hall, so named in honor of Lord Overtoun of Scotland, who gave generously toward the building, was erected in 1898 and equipped with many modern improvements. It accommodates about one hundred and twenty students.

These large halls are in charge of men teachers, who are assisted by student officers on each floor.

There are, in addition to these halls, three cottages, accommodating twelve students each. Lady members of the faculty live in these cottages. A few students occupy rooms in the farmhouses, or in the homes of teachers, or in some of the other buildings connected with the work of the school.

## **T H E D I N I N G H A L L.**

The Dining Hall is a large brick building for the accommodation of the entire school. The students occupy the main room, and at one end is a small dining





Summer Scene in the Mount Hermon Gymnasium

in this building is done by the students under the supervision of the one in charge of the laundry.

## THE FARM.

The farm property consists of rich arable land, upland meadow and pasture, forests, and a large campus. The arable land is devoted to the production of the most economical grain, vegetable, seed and forage crops of this region. The forests are being improved by cutting the ripe timber and by planting new trees. The large gardens and orchards, besides furnishing the school with fruit and vegetables, afford excellent opportunities for the study of the different branches of horticulture.

The farm is well stocked with cattle, horses, sheep, swine and poultry. The herd of cattle, comprising about one hundred animals, consists of pure bred and grade Holsteins and pure bred Ayrshires. In the other live-stock departments most of the animals are pure bred and of the type best suited to the conditions existing in this vicinity. The live stock is sheltered in large barns with sanitary stables, silos, creamery, granaries, and necessary out-buildings.

In addition to the regular farm equipment there is a complete equipment for classroom work in the different branches of agriculture. This includes a live-stock judging room, a dairy laboratory, and a laboratory for the study of problems connected with the soil and fertilizers, farm mechanics, seed testing, and the judging of grain and fruit.

## II. General Information.

---

### ADMISSION.

**A**PPLICANTS must be at least sixteen years of age, must have good health, mental ability, and moral character.

Candidates possessing the required character and ability are received without regard to their attainments in scholarship.

Students are received only on probation.

Application for admission should be made on the blank forms furnished by the school.

Students wishing to take up work above Second Form A are required to give evidence, either by examination or certificate, of satisfactory work done in Arithmetic, Grammar (and Composition), United States History and Civics, Elementary Science, Singing, and English Bible. Examination will be required

take up the work in class. (See Courses of Instruction, page 47.)

Candidates for admission to higher classes must give evidence either by examination or certificate of their preparation for such classes. Arrangements for entering these higher classes may be made with the heads of the various departments.

Certificates of work done in other schools may be presented for all subjects except Penmanship and Spelling. Blank forms for such certificates will be furnished on application. The certificates must be signed by the teacher, principal, or superintendent under whom the work was done.

These certificates may be accepted conditionally and the student placed in his course where his certificate seems to warrant. The work of his first term shall determine whether full credit shall be given for the certificate. In case of unsatisfactory class work the certificate may be disregarded and the student transferred to other classes at the discretion of the heads of the departments.

## P R O M O T I O N .

Examinations are held at the end of each term. The results of these examinations, together with the student's average daily rank, determine his standing and promotion.

Grading in scholarship is indicated by six letters: E, excellent; G, good; M, medium; L, low; C, conditioned; F, failed. A grade of L or higher in every study is required for promotion. Those who receive

for the full term's work the grade of E may be excused from the final term examination.

Grading in conduct and work is indicated by four letters; A, satisfactory; B, unsatisfactory; C, retained on probation; D, dismissed.

Reports will be sent to parents when requested or when the rank of the student is unsatisfactory.

## DIPLOMAS.

A student who completes an approved course will receive a diploma. One who does not complete a course may receive a statement setting forth the amount of work done by him.

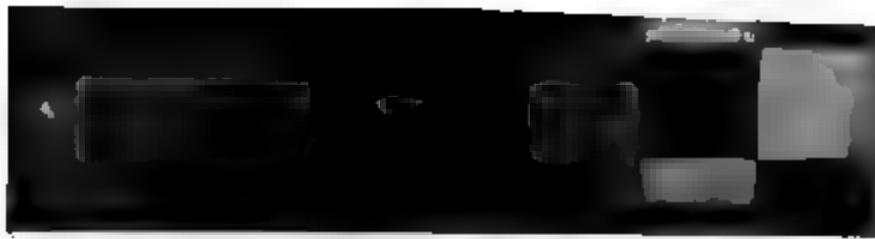
## ADMISSION TO COLLEGE.

The Principal's certificate admits without examination to all colleges and universities accepting any secondary school certificates.

## EXPENSES.

The charge for board and tuition is fifty dollars per term, payable at the opening of each term.

An additional charge of five dollars per term is also made to cover the expense of ordinary laundry (not including starched linen), trained nurse fee, and ath-



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These charges are so low that deductions can be made for absence, nor money refunded to students who leave before the end of a term.

For private music lessons, vocal or instrumental, once a week, including use of piano or organ and one hour's practice each day, the charge is fifteen dollars a term.

Payments should be made by express order, on New York or Boston, or personal checks or cashier's checks drawn on New England or New York City, made payable to The Mount Hermon Boys' School.

The following is a statement of the necessary expenses per term:—

## SCHOLARSHIPS.

James McGranahan Scholarship, established by James McGranahan, December 16, 1885.

Reginald Talcott Scholarship, established by James Talcott, May 1, 1886.

Henry M. Moore Scholarship, established by Henry M. Moore, August 27, 1886.

Stokes Scholarship, established by Miss Olivia E. P. Stokes and Miss Caroline Stokes, June 17, 1891.

Miller Scholarships (two), established by Miss Helen M. Gould, August 16, 1895.

J. N. Harris Scholarship, established by the will of J. N. Harris, February, 1898.

Thomas E. Peck Scholarship, established by Thomas M. Peck, August 3, 1900.

## FORM OF SCHOLARSHIP.

*To the Trustees of Mount Hermon Boys' School:*

I hereby give the sum of \_\_\_\_\_ dollars, to be held by you in trust, the proceeds to be applied to the education of one or more worthy students, according to the rules of the school.

## FORM OF BEQUEST.

I give and bequeath to the Trustees of Mount Hermon Boys' School, located in the town of Gill, State of Massachusetts, the sum of \_\_\_\_\_ dollars, to be

and the interest thereof to be applied to the uses of the school (or specify).

## P R I Z E S.

The Cambridge prize (established by students of the University of Cambridge, England) is awarded annually to some member of the graduating class for general excellence.

The Henry H. Proctor Class Day prize is awarded in April to some member of the graduating class for greatest excellence in preparation and delivery of his class day exercise.

The Joseph Allen prizes of twenty and ten dollars, respectively (established by Mrs. William Skinner of Holyoke), are awarded annually for excellence in declamation.

The Alumni prizes, amounting to thirty dollars (given by the Alumni Association), are awarded annually for excellence in debate.

The Benjamin P. Dwight prizes in science are awarded annually for excellent work in the departments of Physics and Chemistry.

The Yale prize of ten dollars, established by the Yale-Hermon Club, is awarded annually to the student ranking highest in the preliminary examinations for Yale or Sheffield Scientific School.

The Royal S. Goldsbury prizes, amounting to thirty-five dollars, are awarded in the summer term for excellence in debating.

**Latin Prize.** A prize copy of Harper's Latin Dictionary will be awarded to that member of the grad-

uating class who shall be a college candidate, and who shall have made the most satisfactory record in his Latin work.

Other prizes are also offered for excellence in work in the different departments.

## HONORS.

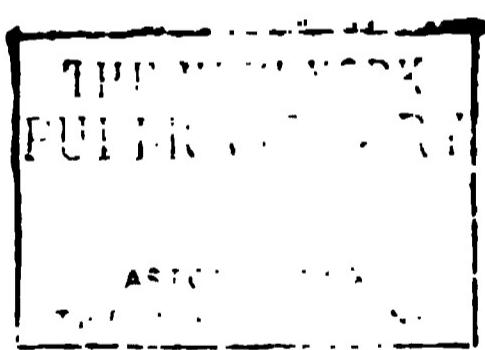
The Scholarship Honor Group was established in the winter of 1906. Eligibility for the Group is based on the final records of each term under the following conditions :—

1. A full schedule of at least three dailies and the regular weeklies.
2. At least three E's, in the final grades, two of which shall be on daily subjects.
3. Not more than one grade below G and no grade below M.

*Note.* An uncanceled failure or condition in spelling for the term shall debar a student from the Group.

At the opening of each term the names are posted of all students who have made the Scholarship Honor Group on the work of the term just closed; also the names of all students enrolled for the term who have made the Group on their latest term records.

The Honor List is based on the marks for conduct and work. All students who have received grade A in conduct and work for three consecutive half terms are enrolled on the Honor List and the names are posted at the opening and at the middle of each term. Enrollment on the Honor List entitles the student to the privilege of leaving the grounds without permission,





provided he does not remain away over night, nor allow the absence to conflict with school duties. Any misuse of this privilege may cause its withdrawal at any time. A student having this privilege who drops to grade B for any half term may be reinstated if he receives grade A for the next half term.

### O U T F I T .

In addition to ordinary clothing, each student needs working clothes, towels, bed linen, table napkins, and also a *washable* laundry bag. Pillow cases should be twenty inches by thirty-four, and sheets six feet six inches by four feet six inches. A rubber overcoat and rubber boots are very desirable. All clothing must be plainly and permanently marked with the owner's name.

Students are advised to bring such text books and reference books as they may have, especially English Dictionary, Concordance, Bible Dictionary, Modern and Ancient Atlas.

Text books and stationery and other common and necessary articles may be purchased at the store near the school.

### R E G U L A T I O N S .

The regulations are such as are believed to be for the best interests of all members of the school.

Printed copies will be sent to all candidates accepted for admission to the school.

## **ARRANGEMENT OF TERMS.**

The continuous session is a distinctive feature of the school. The full year of fifty-two weeks is divided into three terms of sixteen weeks each, with short vacations intervening. There are beginning classes each term in nearly all subjects, so that a student may enter with equal advantage at the opening of any term. A student is not expected to remain more than three terms in succession without the consent of a physician.

The term beginning the first of May and continuing till about August twentieth offers special advantages. It is not a so-called summer school, but one of the regular school terms offering all the regular studies of any other term. There is also additional opportunity for special work in Bible under well-known Bible teachers. Students who are planning to enter college and have some work yet to make up for admission will find in this term exceptional advantages.

For the terms beginning in September and in January there are more applicants than can be received. The prospect for admission is much better if application be made for the term opening in May, and new applicants are requested to apply for admission in May whenever it can be arranged to do so.

Few health resorts offer greater attractions than Mount Hermon in summer. The famous Northfield Conferences, now widely known, are held five miles away. Some of the speakers at these gatherings also give addresses

\* \* \* \* \*



Memorial Chapel

### III. General Advantages.

#### RELIGIOUS PRIVILEGES.

THE school is distinctively Christian in character. The Mount Hermon Church, formed, in accordance with Mr. Moody's wishes, just before his death, promotes the spiritual life of the school and affords a channel for its religious activities. It is evangelical and Scriptural in its articles of faith and unsectarian in its spirit. Students who are already

church members are invited to bring their church letters and share in the church life while here, and others who wish to unite on confession of faith are earnestly invited to do so. The more mature students serve with the teachers and other resident members on its committees and as its officers in the work of the church. Ministers and speakers of different evangelical denominations are invited to take charge of the service of worship. The pastor of the Trinitarian Church at Northfield acts as pastor of the church and preaches once each month.

The Sunday school meets weekly at the close of the morning service. The International lessons are studied.

Besides the regular Sunday services, daily devotional exercises are held and the attendance of all students is required.

The church prayer meeting is held on Wednesday evenings, and is open to all the school.

From its organization the church has taken a deep interest in the work of missions. One Sabbath service and one prayer meeting each month have missionary themes. Systematic giving by the envelope plan, after providing for the necessary home expenditures of the church, furnishes nearly a thousand dollars a year to be devoted to different missionary objects. Mount Hermon has over a score of representatives in different foreign lands and their work is kept before the church to deepen interest and incite to prayer.

The Young Men's Christian Association stands also as an aggressive religious agency. Its membership averages at least three fourths of all the students. The Sunday night service is in its charge, as well as weekly

meetings in Crossley and Overtoun Halls. Receptions for new students are given at the beginning of each term. It also cares for the social rooms in Crossley and Overtoun, and supplies periodicals. In addition to the work offered by the church Sunday school, the Association provides a number of Bible classes held on the Sabbath, pursuing courses specially adapted to develop beginners, establish faith in fundamental Bible doctrines and train personal Christian workers.

Its White Cross Committee, by occasional addresses and by the circulation of literature, aims to deepen an intelligent interest in personal and social purity.

Under the direction of its Committee on District Work, gospel services and Sunday schools are held in the surrounding region, and coöperation is also rendered in the work of neighboring churches. Opportunity, subject to the supervision of the Faculty, is thus given to many to engage in active Christian work.

## LITERARY PRIVILEGES.

Literary societies are maintained by the students. These societies meet regularly each week and afford excellent opportunities for training in public speaking and debating.

The Good Government Club, the oldest literary society, was organized in December, 1894, its purpose "To create a desire among young men to participate in politics and to further the election of men of Christian principles." The membership is limited to thirty.

The Philomathean Literary Society was organized

in 1897 with membership limited to twenty-five. Interscholastic debates have been inaugurated by this society.

The Pierian Literary Society, with membership limited to thirty, was organized in December of 1899.

Intersociety debates are held annually in competition for the "Alumni Cup Prize," established by the Alumni Association. There is also the Alumni Prize Debate, open to all members of the school.

During each term a course of four or five lectures or concerts is offered to the students at the cost of fifty cents for a season ticket. This course numbers among its lecturers the best talent available and is of great educational value.

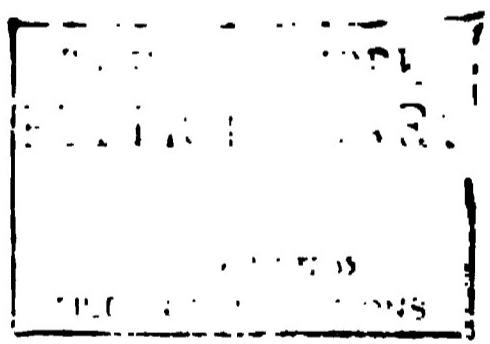
## THE LIBRARIES.

The main library is in Recitation Hall, and is open morning, afternoon and evening of school days and during the afternoon on Mondays.

Books of fiction, biography and travel may be borrowed at any time for a period of two weeks with privilege of renewal, and temporary loans of works of reference are also granted. The main use of the library, however, is as a reference and reading room, and all possible encouragement is given to collateral work in connection with the various courses of study.

There is also a scientific reference library in Silliman Laboratory. The total number of volumes in both collections is about nine thousand.

Over sixty periodicals, including magazines, daily and weekly papers, are furnished for current reading.





Aside from the running expenses both libraries are supported entirely by donations. The libraries should be much larger to meet the needs of the school.

### CARE OF THE HEALTH.

Dr. A. W. Atwood, the resident physician at the school, has charge of the physical examination of all students entering the school. He also has an office hour every day in the large dormitories where students may meet him without expense for personal consultation.

The school has as yet no gymnasium building, but there are large classes of students meeting regularly every week for gymnasium work in a room set apart for that purpose in Recitation Hall.

The daily work required of each student is also no small factor in maintaining the health and securing the physical development of the student.

### ATHLETICS.

One of the largest and best athletic fields belonging to any school in New England has been carefully laid out and provided with an oval track of three and one half laps to the mile. The Field Day of the Athletic Association is held semi-annually, and some good records have been made. Tennis courts are provided at different places on the campus, and the tournaments of the fall and summer terms develop some strong

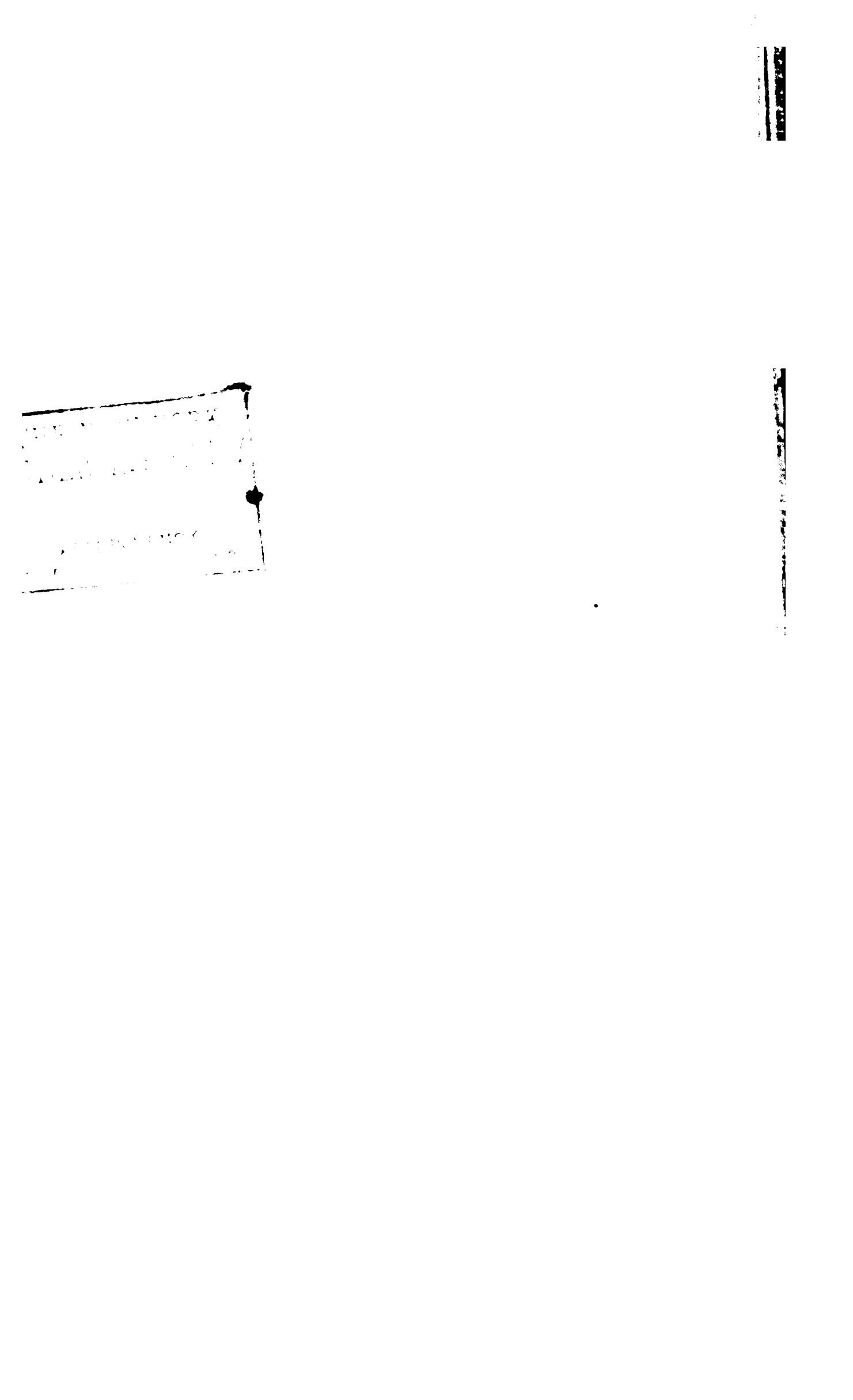
players. Baseball, football and hockey are enthusiastically followed in their season, and while interscholastic games are not allowed there is much interest in the interdormitory contests for prize cups. The right to wear an "H," which means excellence in football, baseball, hockey, tennis, or track sports, is most earnestly sought by the students.

In the summer the river committee provides suitable equipment for swimming, which is under careful supervision, and in the winter there are skating and coasting. The association owns several large, well-built double-runners. The payment by each student of a nominal fee of fifty cents, which is included in his term bill, yields a sum sufficiently large to provide and repair a good athletic equipment, and gives to each student a share and interest in one of the most pleasant features of school life.

## INDUSTRIAL DEPARTMENT.

Every student is required to work thirteen and one half hours each week at manual labor. Those who have learned a trade before entering the school are usually given work in that line, since there are shops in which the school work in carpentering, plumbing, blacksmithing, painting, etc., is carried on.

But the aim of the industrial arrangements is not so much to secure pecuniary benefit as to provide for physical culture, teach how to do various kinds of work, form habits of industry, and to inculcate right views of manual labor.



**Dynamo Room**





## IV. Courses of Instruction.

**Fall and winter terms:** Morning recitations begin each day, Monday excepted, at 7:35 and close at 11:45. The afternoon recitations begin at 2 o'clock and close at 4:30. Recitation periods occupy fifty minutes. Daily chapel exercises are held on school days, and there is an evening study hour beginning at 7 o'clock.

**During the spring term (May to August)** the schedule is so arranged that all recitations come in the morning

to students wishing preparation for admission to academic courses in any college.

The model *Scientific Course* is intended as a guide to students wishing preparation for those technical schools which require for admission, instead of the usual amount of Latin and Greek, extended instruction in modern languages, science and mathematics. It also offers a good practical education to those who plan to go to no higher institution.

These courses may be modified, with the approval of the Committee on Courses, to meet the needs of the individual student.

## REQUIREMENTS FOR GRADUATION.

(*The numeral following a subject ( ) indicates the number of hours per week.*)

All the work of First Form A and B, and Second Form A. (See page 50.)

Bible (2) One term taken in class for each term spent at the school. Minimum requirement—First, Second and Third Form courses and any two other terms. Elective courses (4) or (5) equivalent to two other terms (2).

English (3) Eight terms.

Music (2) Four terms.

Elocution (2) Two terms.

Drawing (1) Two terms.

Algebra (5) Three terms.

Geometry (5) Three terms.

History (5) Two terms (other than United States History).

Latin (5) Four terms, or a Modern Language (5) Four terms.

Greek (5) Four terms, or Physics (5) Three terms.

A sufficient number of other term dailies to make three dailies for each term, that is, 27 term dailies above Second

## S U B J E C T S   O F F E R E D.

*(The numeral following a subject ( ) indicates the number of hours per week.)*

**Bible (2)** Six Forms, also Elective Courses (4) or (5).

**English (8)** Eight terms (III-VI Forms inclusive).

**Music (2)** Four terms (II and III Forms).

**Elocution (2)** Two terms (IV Form).

**Elocution (5)** One term.

**Art Study (1)** Four Courses of two terms each.

**Penmanship (1)** and Spelling (1).

**MATHEMATICS (5)**

Arithmetic, A, B.
Bookkeeping, 1 term.
Algebra, A, B, C, D.
Geometry, Plane, A, B, C.
" Solid, 1 term.
Trigonometry, 1 term.

**LANGUAGE (6)**

Reading, 1 term.
<b>English Grammar, A, B, C.</b>
Latin { Beginning Latin, A, B, C. Cæsar, A, B. Cicero, A, B. Virgil, A, B.
Greek { Beginning Greek, A, B, C. Xenophon, A, B. Homer, A, B.
Modern { French, A, B, C. German, A, B, C.

**SCIENCE (5)**

Elementary Lessons, 1 term.
Physiology, 1 term.
Zoölogy, A, B.
Botany, A, B.
Physics, A, B, C, D
Chemistry, A, B.

**AGRICULTURE**

Agriculture, A (5), B (5), C (2).
Horticulture (5), A, B.
Landscape Gardening and Forestry (8), 1 term.
Animal Husbandry (5), A, B, C.
Dairying (8), 1 term.

**HISTORY (5)**

U. S. History and Civics, A, B.
Greek History, 1 term.
Roman History, 1 term.
English History, A, B.

**LITERATURE (5)**

English Literature, A, B.
American Literature, 1 term.

# ELLECTIVE COURSES OF STUDY.

(MODEL CLASSICAL COURSE)

The numeral following a subject ( ) indicates the number of hours per week

## FIRST FORM.

A

	A	B
Bible I A (2)		Bible I B (2)
Penmanship (1)		Penmanship 1
Spelling (1)		Spelling (1)
Grammar A (5)		Grammar B (5)
Arithmetic A (5)		Arithmetic B (5)
U. S. History A (5)		U. S. History B a

## SECOND FORM.

A

	A	B
Bible II A (2)		Bible II B (2)
Music II A (2)		Music II B (2)
Grammar C (5)		Algebra B (5)
Elementary Lessons in Science (5)		Language (5) Anc. Latin A
Algebra A (5)		Science (5)

## THIRD FORM.

A

B

History (6)	French
	German

## FOURTH FORM.

<b>REQUIRED</b>  ELECTIVE (10 hrs. req.)	<b>A</b> <i>Cesar A</i> <i>Greek B</i> ..... Mod.	
	<b>Mathematics (5)</b> <b>Science (5)</b> <b>History (5)</b> <b>Literature (5)</b>	<b>Mathematics (5)</b> <b>Science (5)</b> <b>History (5)</b> <b>Literature (5)</b>
	<b>ELECTIVE</b> (10 hrs. req.)	<b>ELECTIVE</b> (10 hrs. req.)
	<b>REQUIRED</b>  ELECTIVE (10 hrs. req.)	<b>REQUIRED</b>  ELECTIVE (10 hrs. req.)
	<b>Mathematics (5)</b> <b>Science (5)</b> <b>History (5)</b> <b>Literature (5)</b>	<b>Mathematics (5)</b> <b>Science (5)</b> <b>History (5)</b> <b>Literature (5)</b>

## B

<b>REQUIRED</b>  ELECTIVE (10 hrs. req.)	<b>Bible (2) IV A</b> <i>English IV A (3)</i> <i>Elocution IV A (2)</i> <i>Geometry B (5)</i>	
	<b>Language (5) Anc.</b> <b>Mathematics (5)</b> <b>Science (5)</b> <b>History (5)</b> <b>Literature (5)</b>	<b>Language (5) Anc.</b> <b>Mathematics (5)</b> <b>Science (5)</b> <b>History (5)</b> <b>Literature (5)</b>
	<b>ELECTIVE</b> (10 hrs. req.)	<b>ELECTIVE</b> (10 hrs. req.)
	<b>REQUIRED</b>  ELECTIVE (10 hrs. req.)	<b>REQUIRED</b>  ELECTIVE (10 hrs. req.)
	<b>Mathematics (5)</b> <b>Science (5)</b> <b>History (5)</b> <b>Literature (5)</b>	<b>Mathematics (5)</b> <b>Science (5)</b> <b>History (5)</b> <b>Literature (5)</b>

## FIFTH FORM.

<b>REQUIRED</b>  ELECTIVE (15 hrs. req.)	<b>A</b> <i>Bible (2) V A</i> <i>English V A (3)</i> <i>Drawing (1)</i>	
	<b>Language (5) Anc.</b> <b>Cicero A</b> <b>Xenophon A</b> ..... Mod.	<b>Language (5) Anc.</b> <b>Cicero B</b> <b>Xenophon B</b> ..... Mod.
	<b>Mathematics (5)</b> <b>Science (5)</b> <b>History (5)</b> <b>Literature (5)</b>	<b>Mathematics (5)</b> <b>Science (5)</b> <b>History (5)</b> <b>Literature (5)</b>
	<b>ELECTIVE</b> (15 hrs. req.)	<b>ELECTIVE</b> (15 hrs. req.)
	<b>REQUIRED</b>  ELECTIVE (15 hrs. req.)	<b>REQUIRED</b>  ELECTIVE (15 hrs. req.)

## SIXTH FORM.

<b>REQUIRED</b>  ELECTIVE (15 hrs. req.)	<b>A</b> <i>Bible (2) VI A</i> <i>English VI A (3)</i>	
	<b>Language (5) Anc.</b> <i>Virgil A</i> <i>Homer A</i> ..... Mod.	<b>Language (5) Anc.</b> <i>Virgil B</i> <i>Homer B</i> ..... Mod.
	<b>Mathematics (5)</b> <b>Science (5)</b> <b>History (5)</b> <b>Literature (5)</b>	<b>Mathematics (5)</b> <b>Science (5)</b> <b>History (5)</b> <b>Literature (5)</b>
	<b>ELECTIVE</b> (15 hrs. req.)	<b>ELECTIVE</b> (15 hrs. req.)
	<b>REQUIRED</b>  ELECTIVE (15 hrs. req.)	<b>REQUIRED</b>  ELECTIVE (15 hrs. req.)

# EFFECTIVE COURSE OF STUDY.

(MODEL SCIENTIFIC COURSE)

The numeral following a subject ( ) indicates the number of hours per week.

## FIRST FORM.

A	B
Bible I A (2)	Bible I B (2)
Penmanship (1)	Penmanship (1)
Spelling (1)	Spelling (1)
Grammar A (5)	Grammar B (5)
Arithmetic A (5)	Arithmetic B (5)
U. S. History A (5)	U. S. History (5)

## SECOND FORM.

A	B
Bible II A (2)	Bible II B
Music II A (2)	Music II B
Grammar C (5)	Algebra B
Elementary Lessons in Science (5)	<i>Latin</i> & <i>Physiology</i>
Algebra A (5)	Science (5)
	History (5)

## THIRD FORM.

A	B
Bible III A (2)	Bible III Mathematics

## FOURTH FORM.

### A

<b>REQUIRED</b>	Bible (2) <i>IV A</i>	<b>ELECTIVE</b> 10 hrs. reqd.	<b>ELECTIVE</b> 10 hrs. reqd.
	English IV A (3)		Language (5) <i>Anc. I</i>
	Elocution IV A (2)		Mathematics (5)
	Geometry B (5)		Science (5) <i>Physics A</i>
	Caesar A		History (5)
<b>REQUIRED</b>	Language (5) <i>Anc. II</i>	<b>ELECTIVE</b> 10 hrs. reqd.	<b>ELECTIVE</b> 10 hrs. reqd.
	Mod. I		Language (5) <i>Anc. II</i>
	Mathematics (5)		Mathematics (5)
	Science (5) <i>Greek or English</i>		Science (5) <i>Physics A</i>
	History (5)		History (5)
<b>REQUIRED</b>	Literature (5)		Literature (5)

## FIFTH FORM.

### A

<b>REQUIRED</b>	Bible (2) <i>V A</i>	<b>ELECTIVE</b> 15 hrs. reqd.	<b>ELECTIVE</b> 15 hrs. reqd.
	English V A (3)		Language (5) <i>Anc. I</i>
	Drawing (1)		Mathematics (5) <i>Algebra D</i>
	Mod. I		Science (5) <i>Physics C</i>
	French B or German B		History (5)
<b>REQUIRED</b>	Language (5) <i>Anc. II</i>		
	Mod. I		Literature (5)
	Mathematics (5)		
	Science (5) <i>Physics B</i>		
	History (5) <i>Roman or English</i>		
<b>REQUIRED</b>	Literature (5)		

## SIXTH FORM.

### A

<b>REQUIRED</b>	Bible (2) <i>VI A</i>	<b>ELECTIVE</b> 15 hrs. reqd.	<b>ELECTIVE</b> 15 hrs. reqd.
	English VI A (3)		Language (5) <i>Anc. I</i>
	Mod. I		Mathematics (5) <i>Solid Geometry</i>
	French D or German D		Science (5) <i>Chemistry B</i>
	History (5)		History (5)
<b>REQUIRED</b>	Language (5) <i>Anc. II</i>		
	Mod. I		
	Mathematics (5) <i>Trigonometry</i>		
	Science (5) <i>Chemistry A</i>		
	History (5)		

# Courses by Departments.

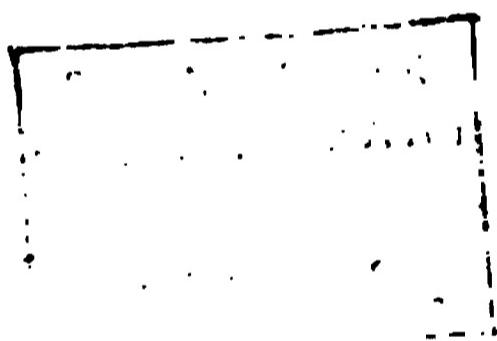
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## THE ENGLISH BIBLE.

James McConaughy, Paul D. Moody.

The study of the English Bible holds a central place in the curriculum. Regular courses have been arranged which lead progressively from elementary to more advanced Bible knowledge. The classes meet twice a week. Each student takes one course each term. For those who desire more Bible study than these regular courses afford Elective Courses are given.

The Bible itself is the text book. Other books are used as helps but not as substitutes for it. Study outlines are furnished to the student, analyzing the books and topics studied, with questions to guide thought and investigation and with references to library helps. The results of private and class study are put by the student into orderly and permanent form in note books. Collections of photographs, both of places in Palestine and of paintings representing Bible scenes, are used to illustrate the teaching, and stereopticon lectures occasionally introduce or review the courses. The teachers aim to make the student love the Book and to guide him in thinking out its truths for himself and applying them in his own life and in Christian work.





The Elective Courses, which are open to all students who are prepared to take them, are taught by leading Bible teachers who come to the school for that purpose.

### **Course I. First Form. Twice a week.**

*A Beginners' Course.* The beginner is taught to thoughtfully read the most important historical portions of the Bible, together with selections from the poetical books, the prophets and the epistles where the history has prepared him to appreciate them. A printed outline gives a portion for each day's reading, with simple, practical questions aimed to help the student in thinking out the meaning of the passage and in applying its truths to his own life. The Commandments and other selected verses and portions are memorized as the studies proceed. The most important facts of Bible geography are studied. The classroom work aims especially to fix in mind the main lines of Scripture and to apply the lessons afforded by the character studies.

### **Course II. Second Form. Twice a week.**

*A. Introductory Studies.* During the first term the student is taught to look at the Bible as a whole and to study some of its own statements about itself, its divisions and writers, its variety and unity, and its value as God's revelation to man. Some studies are given to its different literary forms and to the manners and customs it depicts. Drill is given in the use of references and Bible helps and in the interpretation of Bible passages.

From this point on the results of the student's work are preserved in note books, and he is taught how they should be kept.

*B. The Life of Christ.* With the second term a careful study of the four Gospels is begun. Preliminary studies trace the condition of Palestine and of the world at the Saviour's birth. Then from a harmony the events in His life are traced as far as the Feeding of the Multitude. The aim is not merely

to fix in mind the great periods, with their wealth of incident and teaching, but to show the inward progress of the ministry, and the growing revelation of God's will toward man in Jesus' deeds and words.

### Course III. Third Form. Twice a week.

A. *The Life of Christ*, completed. During the first term the study of Jesus' life is completed. The great scenes from the Transfiguration, through the Peræan ministry, the visits to Jerusalem, the Passion Week, and the appearances of the Risen Lord are traced to the Ascension. The applications of each incident or discourse to Christian life and work to-day are dwelt upon.

B. *The Teachings of Christ*. During the second term the teachings of Jesus are studied topically. Such themes as God the Father, the nature and work of Christ, the Holy Spirit, man's nature and needs, salvation, the Christian in the world, the future of believers and of the impenitent are carefully studied from Jesus' own words.

### Course IV. Fourth Form. Twice a week.

*Old Testament History.* (From Creation to the time of David.) The aim of the course is to follow God's methods with man as shown in the development of the Jewish nation. As much time as possible is given to the study of special characters. The student is allowed to present either note books or essays on special topics. Collateral reading is encouraged.

- A. The narrative sections of the Pentateuch.
- B. (1) The institutions of the Jewish people (sacrifice, the tabernacle, etc.). (2) The history of the Judges and of the early monarchy.

### Course V. Fifth Form. Twice a week.

*Old Testament History* (continued) and *Old Testament Prophecy*. This course is a continuation of Course IV, but in connection with it the study of the prophetical books is un-

dertaken. It deals with the literary as well as with the historical aspects, the main emphasis being placed on the message of God, with the history considered as a background.

- A. From Solomon to the death of Hezekiah.
- B. From the ascension of Manasseh to the coming of Christ.

The Bible in this, as in Course IV, is the only text book, but in Course V more collateral reading is required.

## **Course VI. Sixth Form. Twice a week.**

*The Life and Epistles of Paul.* A brief study of the church as represented in the opening chapters of Acts, followed by a study of the life of Paul from Acts, supplemented by biographical sections from his Epistles. On this basis all of the Pauline Epistles are read, and two or three, as time allows, are studied more in detail.

## **Elective Courses.**

A. In the Summer Term, successive courses, each lasting about two weeks, are given daily by Bible teachers who visit the school for that purpose. Among these teachers in recent terms have been Rev. G. Campbell Morgan, D. D., and Rev. F. B. Meyer of London; Rev. Arthur T. Pierson, D. D.; Prof James Denney, D. D., of Glasgow; Rev. G. A. Johnston Ross, D. D., of Cambridge, England; Rev. J. Ross Stevenson, D. D., of New York; Rev. George B. Stewart, D. D., President Auburn Theological Seminary; Rev. J. R. Miller, D. D., of Philadelphia; Mr. A. P. Fitt of the Moody Bible Institute, Chicago; Rev. Howard W. Pope and Dr. Henry B. Wright of New Haven; Rev. C. W. Heisler, D. D., of Albany; Rev. John McDowell of Newark.

B. In the Fall and Winter Terms, Elective Courses are offered by the regular Bible teachers of the school, as well as by special teachers who visit the school for the purpose. The aim is to cover portions of the Bible and to follow methods of

studying it not undertaken in the regular courses. A normal course, training the student to give Bible addresses, teach Bible classes, conduct religious meetings and engage in other lines of religious work, is usually given each year. A course in the history, principles and methods of Young Men's Christian Association work is also given, adapted to prepare men to take up that work.

The Elective Courses are open to all students who are prepared to benefit by them. They may be offered toward graduation as daily studies, or may be substituted for any regular Bible Courses above the Third Form, a term in the daily course being equivalent to two terms in the regular twice a week courses.

## **E N G L I S H .**

Wellington E. Aiken, Mary A. Dewey, Ethel S. Radford,  
Philip K. Greene, Henry W. Hastings.

### **Course I. Grammar. Daily. Three terms.**

A. The elements of English grammar are here taken up, especial attention being given to sentence analysis.

Text book: Buehler's Modern English Grammar.

B. The work of Grammar A is continued, with a more careful study of the parts of speech, their forms, and use.

Text book: Buehler's Modern English Grammar, Irving's Sketch Book.

C. This is an advanced course in English grammar. It presupposes a thorough knowledge of Grammar A and B. The more intricate questions of syntax receive detailed treatment.

Text books: Buehler's Modern English Grammar, Buehler's Practical Exercises in English, Dickens' Christmas Carol, Whittier's Snow Bound.

Composition required throughout the work in grammar.

## **Course II. Third Form English. Three times a week.**

A. This course is devoted (1) to a study of paragraphs, diction, sentence structure and punctuation; (2) to a consideration of description, its principles, forms and methods; (3) frequent descriptive themes.

Text books: Hill's Beginnings of Rhetoric, Lowell's Vision of Sir Launfal, Poe's Tales.

B. In this course are included (1) the history of the formation of the English language; (2) derivations of English words, figures of speech, kinds of sentences and their use; (3) narration, its essentials and forms; (4) theme work based on narration.

Text books: Hill's Beginnings of Rhetoric, Scott's Ivanhoe, Dickens' A Tale of Two Cities.

## **Course III. Fourth Form English. Three times a week.**

A. In this course the principles of rhetoric taken up in Third Form English are applied: (1) By the study of clearness, ease, and force in their relation to words, sentences, and paragraphs; (2) by the study of the prose style of standard authors. The principles of exposition are taught and applied in theme work.

Text books: Hill's Beginnings of Rhetoric, Thackeray's Henry Esmond, Lamb's Essays.

B. In this course rhetoric is reviewed and the drama is studied. Essay work is required in connection with the plays read.

Text books: Shakespere's Merchant of Venice, Julius Cæsar.

## **Course IV. Fifth Form English. Three times a week.**

A. A course in argumentation. This course comprises (1) a study of logical argument and common fallacies; (2) prac-

tice in debate, the class organized as a parliamentary body; (3) brief-making and written arguments.

Text books: Alden's *The Art of Debate*, *The Hayne-Webster Debate*.

B. A course in poetry. (1) The principles of English verse are studied; (2) poetic diction and figures of speech in poetry are discussed.

Text books: Tennyson's *Idylls of the King*, Gayley's *Classic Myths*.

## Course V. Sixth Form English. Three times a week.

This is a Senior course, covering work required for entrance to New England colleges. The work consists of discussion, criticism, essays, and examinations, based on the authors read.

A. For study—

Shakespere's *Machbeth*.

Burke's *Speech on Conciliation with America*.

For reading—

Lowell's *Democracy and Other Papers*.

Coleridge's *The Ancient Mariner*.

Goldsmit's *The Deserted Village*.

B. For study—

Macaulay's *Essays on Addison and Johnson*.

Milton's *Minor Poems*.

For reading—

Addison's *The Sir Roger de Coverley Papers*.

Poe's Poems, Arnold's *Sohrab and Rustum*.

The work studied from III A to VI B includes the books prescribed for entrance to the New England colleges. For  
1887-1888 . . . . .

**For general reading—**

Addison's The Sir Roger de Cover

Coleridge's The Ancient Mariner.

Eliot's Silas Marner.

Scott's Ivanhoe.

Shakespere's The Merchant of Ven

Tennyson's Idylls of the King.

Shakespere's Macbeth.

Lowell's The Vision of Sir Launfa

Irving's Life of Goldsmith.

his voice and overcome any faults or defects, how to articulate well and how to apply some of the principles of vocal expression.

B. More advanced work is given in the essentials of good reading and speaking. Problems in voice are applied to forms of prose and poetry, and the student is taught to prepare intelligently selections of his own choice.

## Course IX. Public Speaking. Daily. One term.

Drill in voice and voice control; principles of gesture with practice; individual work in the forms of delivery.

## GREEK AND LATIN.

Frank L. Duley, Stephen Stark, J. Elizabeth Bigelow,  
Austin M. Leavens, Camille F. Wheeler.

Much attention is given to the study of English in connection with the ancient classics. In Greek and Latin Grammar such a drill is given that students acquire a thorough knowledge of the subject. Due attention is paid to prose composition, not only work illustrative of the more important principles and idioms of syntax, but also practice in continuous prose narrative, based upon the text of the authors read. Drill in re-composition and sight-reading forms an integral part of the course, and is regarded as one of the best means of leading students into the languages.

Work in mythology, antiquities, administrative systems, and in the *life* of Greece and Rome is presented in a way to convince students that there is nothing

more living to-day than the results w  
the study of the so-called "dead lang

## G R E E K.

### Course I. Greek Grammar. Daily.

This course is designed to give the s  
knowledge of common forms of Attic pro  
principles of Greek syntax. Practice is giv  
easy passages of connected Greek as an a  
vocabulary. Special attention is paid to th  
to Latin and English.

Text books: Goodwin's Grammar, Ball's

### Course II. Xenophon's Anabasis, tion, Sight Reading. Daily. T

Stress is laid alike upon grammar, accur  
rect use of English in translating, and the  
the narrative.

Text books: Goodwin & White's Xe  
Books I-IV, Goodwin's Greek Gramma  
Prose Composition.

### Course III. Xenophon's Anabasis Prose Composition continued, Greek History. Daily. Two te

## L A T I N .

This course is arranged to meet the maximum requirements for admission to college. With this end in view the work is arranged as follows:—

### **Course I. Elementary Latin. Daily. Three terms.**

Thorough drill in forms, syntax and vocabulary. Frequent exercises in turning easy English into Latin. Daily exercises also in prepared and sight translation. The text used consists of connected and lively passages from ancient history and mythology. The connection between Latin and English is constantly emphasized.

Text books: Walker's Bellum Helveticum, Pearson's Essentials of Latin.

### **Course II. Cæsar's Gallic War. Daily. Two terms.**

The four books are read in historical order. Short daily lessons in prose based directly on the text previously read. Daily recitations in grammar. During this course a general survey of the grammar is followed by detailed work in syntax. During the last few weeks of the course Nepos' Lives are read rapidly.

Text books: Allen & Greenough's Cæsar, Barss' Nepos, Allen & Greenough's New Latin Grammar, D'Ooge's Composition, Part I.

### **Course III. Cicero and Ovid. Daily. Two terms.**

1. Cicero. Two thirds of the course. The four orations against Catiline, the Manilian Law and Archias. Prose as during the course in Cæsar. Grammar as before with continued detailed work in syntax.

**Ovid.** Last third of the course. Course in rapid reading. Insistence as before upon exactness of translation, more than before upon fluency. Considerable sight reading to cultivate ability in the divining of an author's meaning. Illustrative readings from English authors. One entire period each week is taken for prose work and sight translation in Cicero.

**Text books:** D'Ooge's Select Orations of Cicero, Bain's Ovid, Daniell's Composition, Revised.

#### **Course IV. Virgil. Daily. Two terms.**

Six books of the *Æneid* and the Eclogues. Lessons in prosody at the beginning of the course. Assigned readings also in mythology. Careless work is constantly guarded against by repeated work in grammatical construction, and by exercises in prose based upon Cæsar and Cicero. These authors are thus reviewed, and the complete course kept fresh before the student. Roman History is also reviewed.

**Text book:** Knapp's Virgil.

### **M O D E R N L A N G U A G E S .**

**Hélène A. Roux, John A. Munson.**

#### **Course I. French. For beginners. Daily. Three terms.**

The design of this course is to secure familiarity with the elements of grammar, pronunciation, rapid reading of easy prose, and the recognition of words and simple phrases when spoken.

A fourth and fifth term are offered if a sufficient number elect the work.

**Text books:** Aldrich & Foster's Foundations of French, Aldrich & Foster's Reader, François' Composition, Mérimée's *Colomba*, Dumas' *Monte Cristo*, or their equivalents.

## **Course II. German. For beginners. Daily. Three terms.**

The object of this course is to give the student a thorough knowledge of elementary German; viz., the essentials of accidence and syntax. To this end great stress is laid on composition and grammatical drill. Sufficient attention is also given to secure reasonable ability in translating not merely easy elementary prose, but also more advanced texts, and throughout the entire course to train the eye, ear and tongue.

A fourth and fifth term are offered if a sufficient number elect the work.

Text books: Bierwirth's Beginning German, Wesselhoeft's German Composition, Von Jagemann's Materials for German Prose Composition, Müller und Wenckebach's Glück Auf, Storm's Immensee, Heyse's L'Arrabiata and Das Mädchen Von Treppi, Schiller's Wilhelm Tell, Seidel's Leberecht Hühnchen und Andere Sonderlinge, Freytag's Die Journalisten, Lessing's Minna von Barnhelm and Nathan Der Weise.

## **M A T H E M A T I C S.**

Lyon L. Norton, Gardiner L. Wagar, Mabel W. Learoyd, Iza B. S. Atwood, Gertrude Robinson.

The work in mathematics is planned to meet the requirements for admission to the best colleges and technical schools. At the same time it is made as practical and educational as possible, the ability to pass college entrance examinations not being the main object. The various subjects are taught with two distinct aims: first, to train the reasoning faculties; second, to gain a thorough knowledge of the subjects themselves as absolutely essential to the study of the higher mathematics and the natural sciences. To accomplish these

ends the student is thrown upon his own resources in the solution of a large number of problems and original exercises in algebra and geometry, and much attention is given to rapid review drill in the classroom. The use of good English is insisted upon in both oral and written work as absolutely necessary to obtain the best results. *Thoroughness* and *accuracy* are the key words.

### **Course I. Arithmetic.** Daily. Two terms.

Here the aim is to master the essential principles and to make the work as practical as possible. Artificial and improbable examples are avoided.

A. Factors and multiples, fractions, common and decimal, and denominative numbers.

B. Metric system, mensuration, ratio and proportion, percentage, interest, and discount.

Text book: Milne's Standard Arithmetic.

### **Course II. Bookkeeping.** Daily. One term.

The work covers double entry bookkeeping so far as to include a thorough acquaintance with the business forms and books needed in an ordinary retail or commission business for a single proprietor, or for a partnership. The difference between single and double entry with the advantage of the latter is noted. Special attention is given to the trial balance and the balance sheet.

Text books: Williams & Rogers' Series—Office Routine and Bookkeeping, Introductory Course by Geo. H. Schwartz.

### **Course III. Algebra.** Daily. Five terms.

The course in algebra extends through five terms. Three terms' work, five times a week, is the minimum requirement

for graduation from any course. This work includes the subject of quadratic equations and all that naturally precedes it.

The fourth term is required of all students who purpose entering college or technical schools. The subjects covered are ratio and proportion, variation, progressions, the binomial formula for positive integral exponents, permutations and combinations, and logarithms, together with a review of certain parts of the first three terms' work. A fifth term may be elected by those students who wish to offer advanced work in mathematics for entrance to college. When combined with solid geometry and plane trigonometry, the work covered is substantially the freshman year's work in the academic course in college. A few technical and scientific schools require this term in algebra for entrance.

Factoring and the statement of problems are emphasized throughout the entire course.

Text books: Wentworth's Elementary Algebra and Fisher & Schwatt's Complete Secondary Algebra.

#### **Course IV. Geometry. Daily. Four terms.**

Three terms, five times a week, are given to the study of plane geometry. Original work is required from the start to the finish. The object is to develop independence and originality. For the sake of accuracy and finish each student is required to write out carefully a considerable number of original demonstrations.

Solid geometry is treated in the same manner as plane geometry, one term being given to this subject.

Text books: Wentworth's and Phillips & Fisher's Geometry.

#### **Course V. Plane Trigonometry. Daily. One term.**

Special emphasis is put upon the mastery of the trigonometric functions and of the fundamental trigonometric formulæ.

Facility in the use of logarithms is acquired in connection with the solution of right and oblique triangles.

Text book: Phillips & Strong's Elements of Trigonometry.



1



Charles E. Dickerson, Florence E. Flagg, M. Frances Wheeler,  
Roy R. Hatch.

The educational value of scientific studies may well be considered equal to that of the classics, and great care has therefore been exercised in the preparation of the courses here offered. Laboratory work forms a large part of the courses.

**Course I. Elementary Lessons in Science.** Daily.  
One term.

This course comprises a series of simple experiments and demonstrations leading up to some of those great truths of the natural sciences which should be familiar to every student. Throughout the course the student will be called upon for careful observations and accurate statements. Upon beginning the more extended work in science, whether in preparation for college or not, the student who completes this course will find himself acquainted with many fundamental terms, ideas and principles and should be able to advance rapidly. The first part of the course will be spent in the study of the elementary principles and facts in physics and chemistry, and the latter part will take up the elementary facts of animal and plant structure, the meaning and means of carrying on the fundamental processes involved in maintenance of living matter.

For the advantage of those who may care to anticipate this work and pass it off at the entrance examinations the following references are given.

For the Physics and Chemistry as much work as is included in such books as Balfour Stewart's Science Primer—Physics; Roscoe's Science Primer--Chemistry.

For the Biology one or more of the following: T. Jeffery Parker's Lessons in Elementary Biology (Macmillan), Chaps. I., II., VI., XIII., XVII.

J. A. Thomson's Outlines of Zoölogy (D. Appleton & Co.),  
Chaps. II., III.

Sedgwick & Wilson's General Biology (Henry Holt &  
Co.), Chaps. III., IV.

J. A. Thomson's The Study of Animal Life (Scribner's),  
Chaps. VIII., IX., XI.

H. W. Conn's The Story of the Living Machine (D. Ap-  
pleton & Co.).

## Course II. Physiology. Daily. One term.

Instruction in this study is given with special reference to human physiology and anatomy, though comparisons are constantly being made with, and illustrations drawn from, the lower forms of animals. Beginning with foods, as the crude material from which the living tissues of the body are made, the chemical and mechanical changes which they undergo in being differentiated into the several physiological systems are carefully followed. A thorough appreciation of personal mechanics is believed to be one of the most potent factors in assuring personal morals.

The endeavor is made to demonstrate before the class with apparatus and models, fresh or living material, the main teachings of each day's lesson. Full and neatly kept notes of these experiments are required of each student. The instructor reserves the right of collecting a small fee for materials used.

Text book: Lessons in Elementary Physiology (Huxley-Lee edition).

## Course III. Zoölogy. Daily. One term.

The pursuance of this study involves attendance at lectures, oral and written recitations, and laboratory exercises. The facilities for the course include a large recitation room, a special zoölogical laboratory, a museum collection of type forms, laboratory apparatus for each individual, charts, etc.

Carefully prepared note books are required of each student, and an appropriate laboratory fee is asked.

The course is devoted to a study of invertebrates, beginning with the simplest types of protozoa, and following the gradually increasing complexity of animal anatomy and physiology, in the different groups, up to the highest forms of vertebrated animals.

Text books: Jordan & Heath's Animal Forms, Collateral reading in Parker & Haswell's Text Book of Zoölogy, Wilson's Cell, and Marshall's Vertebrate Embryology.

#### Course IV. Botany. Daily. Two terms.

The work of this course is divided into two parts of one term each. Either term may be taken separately and will count towards graduation. Both terms should be taken, however, and in the order given, for a complete understanding of the subject.

A. Cryptogamic botany. During this term typical plants under Thallophytes, Bryophytes and Pteridophytes are studied. Gymnosperms are included in this course. Four hours each week are devoted to laboratory work.

B. Phænogamic botany, covering morphology, physiology and ecology of spermatophytes. Laboratory work continues as in the first term.

The laboratory is well equipped with compound microscopes, prepared slides, charts, etc. A small laboratory tax is assessed for the use of material and microscopes.

Text books: Gray's Manual, Coulter's Plants.

**Part C. Electricity.** The course comprises lectures, recitations, and an average of four hours of work per week in the laboratories. The aim of the laboratory work is to give the student practical experience in scientific processes and to train him "to observe carefully, record accurately, infer justly, and express cogently." The relation of physics to familiar phenomena is strongly emphasized, the object being to enrich the life of the student by enabling him to understand better the objects and phenomena which contribute so much to his daily life. This is also true of the course in chemistry. It is recommended that students desiring this course shall have completed two terms of algebra and one term at least of plane geometry. Each student is required to keep a note book containing an accurate record of his work. A laboratory fee sufficient to cover breakages is charged.

**Text books:** Wentworth & Hill, and Hall & Bergen's for Parts A and B. Jackson's Elementary Magnetism and Electricity for Part C.

**Course VI. Advanced Physics.** Twice a week.  
Two terms.

A laboratory course in physical measurements with recitations and problems based upon the experiments is offered to those students who have taken the work in elementary physics, either here or elsewhere, as a preparation for such work, and who desire to pursue a course in physics, immediately following such preparation. The course will correspond to what is known as the advanced admission requirement in physics at Harvard College. A knowledge of plane geometry and algebra, and a familiarity with the notation used in trigonometry are necessary. A student completing the course will be credited with one term's study toward graduation. Those who intend to pursue courses in physics, chemistry, or engineering in higher institutions are advised to elect this course.

**Text books:** Laboratory Manual: Sabine's. **Reference:**  
". . . . .

## **Course VII. General Chemistry and Qualitative Analysis.** Daily. Two terms.

The work in chemistry during the first term is devoted to general study of inorganic chemistry. Experiments in the laboratory, largely quantitative, are supplemented by lectures and recitations. Much attention is paid to the solution of elementary chemical problems and, later in the term, to chemical theory. This course prepares the student for qualitative analysis, which is taken up in the laboratory during the second term. The laboratory work is supplemented by continued drill in problems and by the systematic study of chemical reactions. Students looking toward the study of medicine will find this course of great practical value.

Each student is required to keep a record of the results of his work in a note book.

Text books: Remsen's College Chemistry, Prescott & Johnson's Qualitative Analysis.

## **A G R I C U L T U R E .**

Frank G. Helyar, David A. Durward.

The courses in agriculture at Mount Hermon are so arranged as to acquaint the student with the fundamental principles and practices of modern agriculture and to instill into his mind the importance and the dignity of farming.

### **Course I. Agriculture.** Three terms.

#### **A. Elements of Agriculture.** Daily.

An elementary study of the soil, its formation, composition and physical characteristics; the management of soils, tillage, drainage; the plant and its food; fertilizers, natural and artificial, buying fertilizers, methods of mixing and application.

## B. Agronomy. Daily.

A study of farm crops, their history, importance, growth, methods of cultivation, harvesting and marketing. Some of the more common diseases of farm crops and their treatment are discussed in this course.

Open only to students who have had Course A.

## C. Farm Management. Twice a week.

A course of lectures touching on rural economics; farm values, wages, farm law; rural engineering; farm machinery, its uses and care; buildings, construction, ventilation, sanitation and water supply; roads and road making.

Open only to students passing A Agriculture or A Animal Husbandry.

## Course II. Horticulture. Daily. Two terms.

### A. Vegetable Gardening.

Principles of vegetable gardening—location and layout of gardens with reference to market and crops, glass crops, soil and its treatment, seeds and seedage, gardening tools, general management of the garden, storing, marketing and classification of crops.

### B. Fruit Growing.

Principles of fruit growing—a study of the fundamental principles governing the successful culture of fruits. Systematic Pomology—classification and judging of common fruits.

## Course III. Landscape Gardening and Forestry.

Three times a week. One term.

An elementary study of the principles of these subjects, giving the student an idea of the scope of each. This course



will include a field study of some of the simple problems connected with these subjects.

#### **Course IV. Animal Husbandry. Three terms.**

##### **A. Daily.**

A study of the essentials of stock breeding and the more important breeds of cattle and swine from the standpoint of origin, development and economic peculiarities; animal nutrition and food; the care and management of stock with especial reference to sanitation, care of dams and young, and the diagnosis and treatment of the more common diseases.

##### **B. Daily.**

A study of the breeds of sheep. The care and management of the sheep in health and disease. A study of the origin, development and distribution of the horse; the care of the horse with especial reference to breeding, breaking, driving, shoeing, feeding, and the diagnosis and treatment of some of the simple ailments of the horse.

**Open to students who have passed Course A**

# H I S T O R Y .

Horace H. Morse, L. Lorimer Drury, Margaret D. Strong.

## **Course I. United States History and Civil Government.** Daily. Two terms.

A. The work of the first term in this course covers the history of our country from the time of its discovery down to the presidency of Andrew Jackson.

B. The second term is divided into two parts. The first half term is spent on the study of the period from Jackson to the present time, and during the remainder of the term the framework of our state and national governments is presented. Special emphasis is laid upon the duties and obligations of American citizenship.

Text books: John Fiske's History of the United States, Boynton's School Civics.

## **Course II. Greek History.** Daily. One term.

A short introductory study is made of the more ancient nations, after which the history of Greece is taken up and carried from the earliest times to the fall of Corinth, 146 B. C. The political events in Greek history are used as a background to show the causes for the high development of literature and art, the real gifts of Greece to our civilization. This course, with Course III, is required for students preparing for the academic course in college, and is elective for others.

Text book: Morey's Outlines of Greek History.

## **Course III. Roman History.** Daily. One term.

In this course the history of Rome is carried from the founding of the city until the time of Charlemagne, 800 A. D. Rome's policy of expansion and incorporation is carefully followed on the map, and special attention is paid to the later

period of the empire. Courses II and III are designed to meet the full requirements of any college in ancient history and geography. These courses are prepared along the lines recommended by the Committee of Seven on History.

Text book: Morey's Outlines of Roman History.

#### **Course IV. English History. Daily. Two terms.**

This course is designed to meet the admission requirements of any scientific school or college. The method is similar to that of Course III.

Text book: Walker's Essentials of English History.

### **ART STUDY.**

Margaret D. Strong.

#### **Course I. Elementary Drawing. Weekly. Two terms.**

The aim of this course has been to present, within the time allowed, work along the lines of pictorial, structural, and decorative drawing, and some knowledge of the principles underlying each. The work is adapted as much as possible to the requirements of the pupils entering the classes.

#### **Course II. Mechanical Drawing. Weekly. Two terms.**

This course is offered to those who have completed geometry. The work follows that presented in the text book by Linus Faunce.

#### **Course III. Studio Work. Weekly. Two terms.**

Students electing this course may take lessons in charcoal, crayon, or other mediums. Only those who have some talent for the work may join these classes.

## **Course IV. History of Art. Weekly. Two terms.**

This course is designed to give the student some knowledge of the great artists and their works, and to lead him to enjoy more thoroughly the world's best art. Lectures are given by the instructor and library work upon assigned topics is required of the student. The course has been much enriched by generous gifts of books on art.

## **PENMANSHIP AND SPELLING.**

### **Weekly.**

Students failing to pass the annual examinations in penmanship and spelling are required to take the work in class. In classifications spelling is given the value of a daily, penmanship the value of a weekly.

In penmanship, both the vertical and Spencerian systems are taught.

## **MUSIC.**

### **VOCAL MUSIC, CLASS INSTRUCTION.**

Lewis S. Chafer.

### **Course I. Second Form A. Twice a week.**

For pupils who have had no previous training, and for such as have not studied sight singing. In this course most of the theory of musical notation is taught. Individual work and solo sight singing of simple exercises are expected.

### **Course II. Second Form B. Twice a week.**

Study of intervals is pursued. Common chords are explained and practiced, both in writing and singing, and part singing in keys major and minor is followed as introduced in Palmer's *Classical Course in Music*.





**Course III. Third Form A.** Twice a week.

This course will include the study of singing in all keys major and minor. Attention is given to the proper placement of the voice and to distinct enunciation, etc.

**Course IV. Third Form B.** Twice a week.

Pupils who have passed from Course III may enter this advanced or Senior Grade, in which will be taught singing of selections in the Senior Grade of Palmer's Graded Studies, as well as octavo music. Much attention will be given to correct formation of tone, phrasing, etc.

**INSTRUMENTAL MUSIC AND VOICE CULTURE.**

Private lessons on the piano and pipe organ and in voice culture are provided for those who desire them. For these lessons an additional charge is made.

**GRADUATES, PRIZES AND HONORS  
FOR THE YEAR 1906.**

**GRADUATES, APRIL CLASS.**

Arthur Beane.  
George Davenport Cox.  
John Hart Dalrymple.  
William Young Duncan.  
Jesse Herrmann.  
Malcolm Malette McDermott.  
Michele Nigro.  
William Richard Ohler.  
Irving LeRoy Smith.  
Timothy Benjamin Towle.  
Lloyd Burton Treat.  
Clifton Henry Walcott.

**GRADUATES, AUGUST CLASS.**

## **P R I Z E S   A W A R D E D**

**Cambridge Prize for general excellence**

**John Hart Dalrymple.**

**Henry H. Proctor Class Day Prize.**

**Two equal prizes: Malcolm Malette Mc  
Henry Walcott.**

**Allen Prizes and Mrs. Frank Wood F  
mation.**

**1st prize, Henry Arthur Smith.**

**2d prize, Thomas Desiah Pawley.**

**3d prize, Samuel Anthony Wright.**

**Benjamin P. Dwight Prizes in Science**

**For highest rank in Mechanics.**

**Henry Edwin Ohler.**

**For highest rank in general Chemistry.**

**Lloyd Burton Treat.**

**Latin Prize, for most satisfactory recce**

**John Hart Dalrymple.**

**Greek Prize, for greatest improvement**

**Dixon Van Blarcom.**

**German Prizes.**

**A German.**

**1st prize, Herman Adolph Dick.**

**2d prize, Charles Stuart Whiffen.**

**B German.**

**1st prize, Arthur Standish Roundy.**

**2d prize, 2 equal prizes: Harold L. Banghart, Frank Fritts.**

**C German.**

**1st prize, Frederick Harold Beach.**

**2d prize, 2 equal prizes: Wm. Y. Duncan, Roland H. Fletcher.**

**Henry M. Moore Prize, for best reading of  
II. Corinthians 6.**

**Ludwig Charles Seith.**

**Alumni Prizes in Debate, for excellent work in the  
Cup Debates.**

**Three equal prizes: Malcolm M. McDermott, W. Richard Ohler, Clifton H. Walcott.**

# SCHOLARSHIP HONOR GRO

1906.

Based on Final Records of the Term Indicate

## WINTER TERM.

### *Sixth Form.*

\*John H. Dalrymple.  
Malcolm M. McDermott.  
Lloyd B. Treat.  
Clifton H. Walcott.

### *Fifth Form.*

Frederick H. Beach.  
\*Henry E. Ohler.  
Harry V. Owen.  
Harold F. Penney.

### *Fourth Form.*

Reed M. Lewis.

### *Third Form.*

Arthur E. Hopkins.

### *Second Form.*

Francis Findlay, Jr.  
John P. Hoyt.  
John R. Marshall.

### *First Form.*

\*David Corrall.

## SUMMER TERM.

### *Second Form.*

Justus Fletcher.

### *First Form.*

Lowell M. Dye.  
William McCallum.

## FALL TERM

### *Sixth Form.*

Frederick H. Beach  
Thomas E. Elder.  
\*Henry E. Ohler.

### *Fifth Form.*

J. LeConte Bell.  
\*Donald McConaugh

### *Fourth Form.*

Russell C. Hoffman  
Lloyd P. Rice.

### *Third Form.*

Ralph H. Doane.

### *Second Form.*

\*Jerome Burtt.  
Clarence S. Goldsmith.  
Harry A. Haas.

### *First Form.*

\*Garrett Bootsma.  
Robert N. Greene.  
Robert G. Hill.  
George V. S. Keely.  
Charles M. Lee.  
Harold F. Willard.  
Arthur H. Witte.

\*No grade below F.

\*No grade below E.

## T E X T   B O O K S.

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- Bible:** Good English Bible with References and Helps. Revised Version. Concordance, Cruden's or Walker's. Various reference books on different courses.
- English,** Hill's Beginnings of Rhetoric, Selected Texts.
- Singing,** Palmer's Graded Studies.
- Elocution,** S. S. Curry's Classics for Vocal Expression.
- English Grammar,** Buehler's Modern English Grammar, Buehler's Practical Exercises in English.
- Latin Grammar,** Allen and Greenough's New Latin Grammar.
- Latin Lessons,** Walker's Bellum Helveticum and Pearson's Essentials of Latin.
- Latin Composition,** D'Ooge's, and Daniell's Revised.
- Cæsar,** Allen and Greenough's New Cæsar with Vocabulary.
- Nepos,** Barss'.
- Cicero,** D'Ooge's Select Orations of Cicero.
- Ovid,** Bain's.
- Virgil,** Knapp's.
- Greek Grammar,** Goodwin's.
- Greek Lessons,** Ball's Elements of Greek.
- Greek Composition,** Pearson's Greek Prose Composition.
- Xenophon,** Goodwin and White's Xenophon's Anabasis with Vocabulary, Books I-IV.
- Homer,** Kepp's.
- French Grammar,** Aldrich and Foster's Foundations of French.
- French Readers,** Aldrich and Foster's Reader.
- French Composition,** François.
- German Grammar,** Bierwirth's Beginning German.
- German Readers,** Muller and Wenckebach's Glück Auf, Storm's Immensee, Heyse's L'Arrabiata and Das Mädelchen Von Treppi, Schiller's Wilhelm Tell, Seidel's Leberecht

- Hühnchen und Andere Sonderlinge, Freytag's Die Journalisten, Lessing's Minna Von Barnhelm and Nathan Der Weise or equivalent of these texts.
- German Composition, Wesselhoeft's German Composition, Von Jagemann's Materials for German Prose Composition.
- Arithmetic, Milne's Standard.
- Bookkeeping, Williams and Roger's Series—Office Routine and Bookkeeping, Introductory Course by Geo. H. Schwartz.
- Algebra, Wentworth's Elementary and Fisher and Schwatt's Complete Secondary Algebra.
- Geometry, Plane and Solid, Wentworth's, Phillips and Fisher's.
- Trigonometry, Phillips and Strong's Elements of Trigonometry.
- Physiology, Lessons in Elementary Physiology, Huxley-Lee edition.
- Zoölogy, Jordan and Heath's Animal Forms.
- Botany, Gray's Manual and Coulter's Plants.
- Physics, Avery's, Hall and Bergen's, and Sabine's. Jackson's Elementary Magnetism and Electricity.
- Chemistry, Remsen's College Chemistry, Prescott and Johnson's Qualitative Analysis.
- United States History and Civics, John Fiske's History of the United States, Boynton's School Civics.
- Greek History, Morey's Outlines of Greek History.
- Roman History, Morey's Outlines of Roman History.
- English History, Walker's Essentials of English History.
- English Literature, Pancoast's Introduction to English Literature.
- American Literature, Pancoast's Introduction to American Literature.

# **Mount Hermon Alumni Association.**

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The Mount Hermon Alumni Association was organized in 1888 for graduates only and so continued until 1900, when the membership privilege was extended to all former students who were loyal to the school and desired to keep up old friendships. The membership on January 1, 1907, was 942.

## **Extracts from Constitution and By-Laws.**

### **OBJECT.**

"The object of this association shall be to encourage fellowship among the old students and to promote the interests of the school."

### **MEMBERSHIP.**

"Every graduate shall become a member without election. Any person who has been a student at Mount Hermon School, and is recommended by the executive committee, is eligible for membership."

### **DUES.**

"The annual dues of this association shall be fifty cents."

Treasurer, Frank L. Duley, '93.

Vice Presidents, Thomas Coyle, '88; Robert A. Budington, '92; G. Gibbons Yarrow, '94; Elmer W. Keever, '98; William J. Norton, '99.

The association is now carrying on the following lines of work:—

1. An annual reunion and business meeting at Mount Hermon.
2. The publication of the Mount Hermon Alumni Quarterly, which is sent to every member of the association. Subscription price fifty cents per year.
3. The Old Student's Running Expense and Endowment Funds, through which contributions are made toward the support of the school.
4. The Alumni Cup Debates between representatives of the three debating societies, at the conclusion of which the cup becomes the property of the winning society for the ensuing year.
5. The Alumni Prize Debate, which is open to all the students of the school.
6. The organization and federation of city and college clubs.

The city clubs now affiliated with the association are:—

The New York-Hermon Club,

President, Dr. G. Gibbons Yarrow, 683 Broad Street,  
Newark, N. J.

The Hermon Club of Greater Boston,

President, Elmer W. Keever, 44 Bedford Street.

The Springfield-Hermon Club,

President, Henry R. Huntting, 311 Main Street.

The Worcester-Hermon Club,

President, Dr. Windsor A. Brown, 160 Lincoln Street.

The Philadelphia-Hermon Club,

President, Charles E. Barbour, 42 North 9th Street.

The Baltimore-Hermon Club,

President, John T. Maylott, Central Y. M. C. A.

The Washington-Hermon Club,  
President, Irving P. Tade, 120 10th Street N. E.

The college clubs are:—

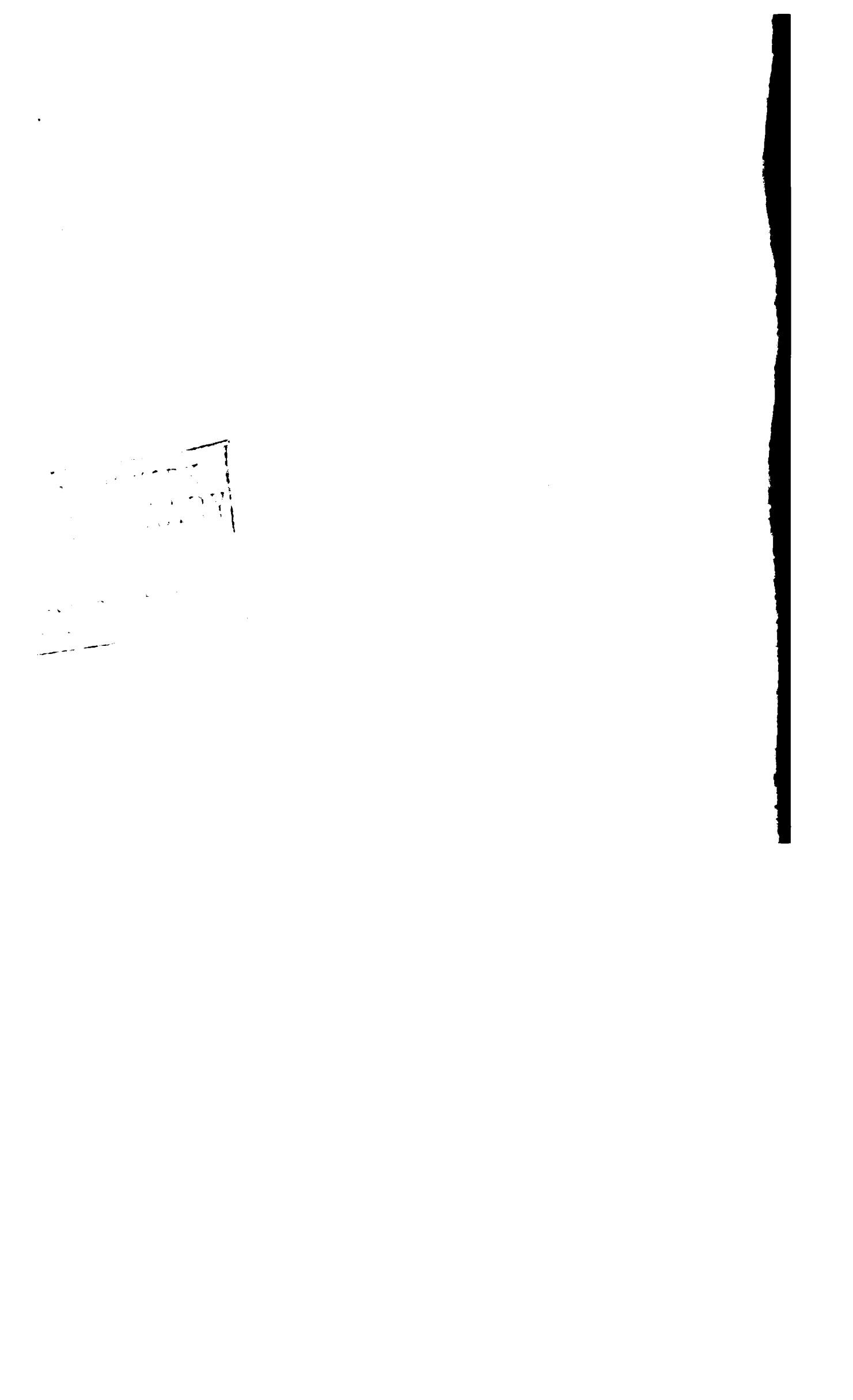
The Yale-Hermon Club,  
President, Edwin D. Harvey.

The Princeton-Hermon Club,  
President, Frederick N. Smith.

The Wesleyan-Hermon Club,  
President, William H. Peterson.

The Harvard-Hermon Club,  
President, George A. McKay.

Communications in regard to the association should  
be addressed to the Secretary, L. Lorimer Drury,  
Mount Hermon, Mass.





# ENTRANCE EXAMINATIONS.

September, 1906.

## ARITHMETIC.

1. A merchant, after selling  $5\frac{1}{4}$  yards and  $3\frac{1}{2}$  yards of calico from a remnant, found that he had  $7\frac{1}{2}$  yards left. What was the entire length of the remnant?
2. How many bushels of potatoes at  $\$2$  per bushel, will pay for 16 yards of cloth at  $\$1\frac{1}{2}$  per yard?
3. What is the cost of 7 ton 1,560 pounds of hay at  $\$15.50$  a ton?
4. At  $\$190$  per cubic inch, what is the value of a bar of gold 8 inches long and  $\frac{1}{4}$  of an inch square?
5. A cellar was dug 21 feet long, 17 feet 3 inches wide, and 9 feet deep. How many cubic yards of earth were taken out?
6. Find the duty on 450 pounds of glue, cost price 40 cents; specific duty of 15 cents a pound, and ad valorem duty of 25%.
7. Find the interest and amount of \$476.50 from July 5, 1903, to February 9, 1905, at 4%.
8. If rosin is melted with 20% of its weight of tallow, what per cent of tallow does the mixture contain?
9. Find the day of maturity, the term of discount, the discount and proceeds of a four month note for \$4,550.36, dated November 10, 1897, and discounted at 5 $\frac{1}{2}\%$  on November 24.

10. (a) If a spring delivers 467.8 liters each minute, how many hektoliters will it deliver per hour?
- (b) How many cubic centimeters in a block of wood 9<sup>cm</sup> long, 7<sup>cm</sup> wide and 6<sup>cm</sup> thick?

## ENGLISH GRAMMAR.

1. Define and write sentences illustrating: (1) object complement, (2) attribute complement, (3) indirect object.
2. Write a sentence containing a prepositional phrase. Rewrite it, changing the phrase to a clause.
3. "When he entered the room he saw a man walking excitedly up and down." Classify the words in this sentence.
4. Analyze the sentence in 3.
5. Conjugate the verb *find*.
6. Define and illustrate: (1) transitive and intransitive verbs, (2) active and passive voice, (3) personal pronoun, (4) relative pronoun.
7. "*Honesty is doing what we pretend to do.*" Parse the words in this sentence.
8. Write a description of some familiar scene (about 100 words).
9. "You may be sure that your real intentions are better than your deeds, but unfortunately people cannot examine your intentions while they feel quite confident to judge your deeds." Separate this sentence into its clauses, and give the construction of each clause.
10. Fill out the following sentences giving your reason in each case:—
  - (1) Between you and (I, me) that is not true.
  - (2) It was (they, them) that you saw.
  - (3) I knew it was (they, them).
  - (4) They knew it to be (I, me).
  - (5) If it (be, is) possible live peaceably with all men.

# UNITED STATES HISTORY AND CIVICS.

January, 1907.

## A.

(Answer five questions.)

1. Name a Spanish, a French, an Italian and two English discoverers or explorers and give a full account of the work of some one of them.
2. Why did the Pilgrims leave Holland? What was the Mayflower compact?
3. Why did the British Government wish to tax the colonies just after the French and Indian Wars? Why did William Pitt, the elder, and other British statesmen oppose the taxation of the colonies? Answer as fully as possible.
4. Why did slavery take a new lease of life soon after the Revolution? What was the effect upon the admission of new states to the Union? In what territories was slavery forbidden by 1821?
5. Name the accessions to the territory of the United States between 1783 and 1829 and tell briefly how each accession came about.
6. Give a full account of the life of Benjamin Franklin.

## B.

1. Jackson's removal of the national deposits from the United States Bank and his reasons for it. Trace the history of its results to the founding of the independent treasury.
2. What were the causes of the Kansas-Nebraska Bill? What was its relation to the Missouri Compromise?

3. Why did Lincoln issue the Emancipation Proclamation? State its provisions. By what measure was slavery abolished in the United States?
4. What did each of the following do to make himself famous? Winfield Scott, Stephen A. Douglas, John C. Fremont, John Brown, William Lloyd Garrison.
5. Discuss what you consider the most important question before the country to-day.

## CIVICS.

1. State the powers belonging exclusively to the House of Representatives, the powers belonging exclusively to the Senate, and five powers which the House of Representatives and the Senate may exercise together.
2. Explain the way in which new states may be admitted into the Union.
3. Give an account of the method of procedure in impeachment.
4. What are the classes of cases over which the United States courts have jurisdiction?
5. In what does treason against the United States consist? What conditions must be filled to convict a person of treason?

## ENGLISH BIBLE.

September, 1906.

### FIRST FORM A.

1. Name two historical, two poetical and two prophetical Old Testament books. Tell for each anything contained in it.
2. Who was each of the following and what did each have to do with God's chosen people: Moses; Joshua; Aaron; Rebekah; Joseph; Gideon; Samuel?

3. Who was the first king of Israel and how was he
4. What was the tabernacle? What did it contain  
what was it used?

### FIRST FORM B.

1. What happened to Solomon's kingdom after his  
Why?
2. How long did the Southern kingdom last after So  
death? How did it end and why?
3. Mention three of Judah's best kings and tell what  
worth remembering about each.
4. Mention the two greatest prophets of Judah and te  
you can about each.
5. What did Daniel have to do with: (1) Nebuchad  
(2) Belshazzar? (3) Darius the Mede?
6. Mention: (1) Three events in Jesus' ministry,  
corded by Mark, which occurred on or by the  
Galilee; (2) three which occurred in or nea  
salem.
7. Who are meant by the Twelve? Name three of th  
tell something which we learn about each:  
Mark; (2) in Acts.
8. Write very briefly about Saul of Tarsus, the pers  
his conversion, his appointment as a mission  
work with Barnabas, with Silas and Timot  
arrest, defences, trials, death.

### ELEMENTARY SCIENCE.

January, 1907.

1. Define five properties of matter.
2. What is meant by specific gravity, weight, work, m  
element?
3. How could you prove that water contains oxygen?
4. How is sound transmitted? How is light transm
5. Diagram a "suction" pump and explain its action.

6. (a) What is mucous membrane, and what is its work?  
 (b) What are proteids and where are they made?  
 (c) Name several glands of the body and give their uses.
7. What is oxidation in plant or animal and what are the results of this process?
8. What do you know about the ways in which frogs, fishes, butterflies and birds breathe?
9. Define: cell, tissue, organ, secretion, assimilation, protoplasm, chlorophyll.
10. Give several facts about the structure of a plant, root, stem, leaf and flower.

## A L G E B R A .

.

### A.

1. Remove parentheses and collect like terms in the following expressions :—  
 (a)  $b - [2b + (9a - (4a - 2a - b) - 6b)]$   
 (b)  $2(x - 4)(x + 8) - 3(x + 2)(x - 1)$
2. Factor  $x^3 - x$ ,  $2x^2 - x - 6$ ,  $4x^4 + y^4$  (supply a middle term for perfect square, etc.),  $a^2 + b^2 - c^2 - 9 - 2ab + 6c$ ,  $4a^3b - 6a^2b^2 - 4a^4 + 6ab^3$ .
3. Solve for  $x$  :—  
 (a)  $14 + 3(7 - 2x) = 29$   
 (b)  $7(2x - 3) - 11(5x - 4) = 64$
4. Three boys, A, B, and C, catch 128 fish. If B catches 10 more than A, and C catches three times as many as A and B together, how many fish does each boy catch?
5. Find the H. C. F. and L. C. M. of  $a^3 - x^3$ ,  $a^2 - x^2$ , and  $a - x$ .
6. Find the H. C. F. and L. C. M. of  $3x^2 - 3xy$ ,  $5x - 5xy^2$ ,  $\overset{2}{x} \overset{2}{y}$

7. If  $a=6$ ,  $b=3$ ,  $c=2$ ,  $x=3$ ,  
of the following :--

- (a)  $x(a+3c-y)$
- (b)  $y^2-(3a-b)y+c$

8. Find the H. C. F., by div  
 $3a^4-7a^3-5a^2-a-6$ .

9. Factor  $x^4-(x-6)^2$ ;  $(x+$   
 $x^4-18x^2y^2+y^4$ ;  $a^3-a^4$

10. Divide  $x^5+y^5-xy^4-x^4y$  |



One of the Cottages





1907-08

# Catalogue

of

 Mount Herman School

Founded by D. L. Moody

1907-08





*Through the Pines*



# CATALOGUE

OF

Mount Hermon School

186107

"Behold, how good and how pleasant it is  
For brethren to dwell together in unity!"

It is . . .

Like the dew of Hermon,  
That cometh down upon the mountains of Zion:  
For there the Lord commanded the blessing,

Exodus 33:22

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## *MOUNT HERMON SCHOOL*

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## ITEMS OF INTEREST.

First purchase of school property .	November, 1879
Mr. Camp's gift of \$25,000 .	September 10, 1880
School opened for instruction .	May 4, 1881
School incorporated . . . .	May 19, 1882
Mr. Moody died . . . .	December, 1899
Founder's Day (Mr. Moody's birth-day) . . . . .	February 5
Number of students, 1881-83 . . . .	25
Number of students, January, 1884 . . . .	70
Number of students, January, 1885 . . . .	90
Number of students, Fall term, 1906 . . . .	448
Number of students, Fall term, 1907 . . . .	469
Average age of students in attendance January 1, 1908 . . . .	20 years, 6 months
Average age of seniors in attendance January 1, 1908 . . . .	22 years, 10 months
Courses of study adopted . . . .	September, 1885
First class graduated . . . . .	June, 1887
Number of graduates to date, December, 1907 . . . . .	452
Total number of students entered to date, December, 1907 . . . . .	5,493
Alumni Association organized . . . .	June, 1888
Twenty-fifth anniversary celebrated . . . .	July, 1906

**CALENDAR 1907-1908.**

Term begins .	Friday, August 30, 1907
Mountain Day .	October, 1907
Thanksgiving Day	Thursday, Nov. 28, 1907
Term ends .	Thursday night, Dec. 19, 1907
Term begins .	Friday, Jan. 3, 1908
Founder's Day	Wednesday, Feb. 5, 1908
Term ends	Thursday night, April 23, 1908
Term begins .	Friday, May 1, 1908
Independence Day	Saturday, July 4, 1908
Term ends	Thursday night, Aug. 20, 1908
Term begins .	Friday, Aug. 28, 1908
Mountain Day	October, 1908
Thanksgiving Day	Thursday, Nov. 26, 1908
Term ends	Thursday night, Dec. 17, 1908
Term begins	Friday, Jan. 1, 1909
Founder's Day	Friday, Feb. 5, 1909
Term ends	Thursday night, April 22, 1909
Term begins	Friday, April 30, 1909

C A L E N D A R

1 9 0 7

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER										
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	S	M	T	W			
1	2	3	4	5	6	7	1	2	3	4	5		1	2	3	4	5	6	7	1	2	3	4		1	2	3	4			
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
29	30						27	28	29	30	31			24	25	26	27	28	29	30	31										

1 9 0 8

JANUARY							FEBRUARY							MARCH							APR										
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	S	M	T	W			
1	2	3	4				1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1			
8	9	10	11	12	13	14	2	3	4	5	6	7	8	8	9	10	11	12	13	14	5	6	7	8	9	10	11	12	13	14	
15	16	17	18	19	20	21	9	10	11	12	13	14	15	15	16	17	18	19	20	21	12	13	14	15	16	17	18	19	20	21	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28	19	20	21	22	23	24	25	26	27	28	
26	27	28	29	30	31		23	24	25	26	27	28	29	29	30	31					26	27	28	29	30	31					
MAY							JUNE							JULY							AUG										
1	2	3	4	5	6	7	1	2	3	4	5	6		1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	9	10	11	12
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	16	17	18	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	23	24	25	
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	30	31		
SEPTMBER							OCTOBER							NOVEMBER							DECEN										
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4
8	9	10	11	12	13	14	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	13	14	15	16
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	20	21	22	23
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	27	28	29	30
27	28	29	30				25	26	27	28	29	30	31	29	30						27	28	29	30							

## DIRECTIONS.

Come to Mount Hermon station, on the Connecticut & Passumpsic Division of the Boston & Maine Railroad, ten miles north of Greenfield, whence transportation to the school can be obtained.







**C O R P O R A T O R S .**

**COL. J. J. JANEWAY** . . . . . *New Brunswick, N. J.*  
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# MOUNT HERMON SCHOOL

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SECRETARY.

**VISITING BIBLE TEACHERS.****MAY, 1907, TO APRIL, 1908.**

- REV. CHARLES W. HEISLER, D. D., pastor First Lutheran Church, Albany. Ten studies concerning "THE CHRIST."
- REV. ELMORE HARRIS, D. D., President Toronto Bible Training School. Ten studies in "EPHESIANS."
- REV. OZORA S. DAVIS, D. D., pastor South Congregational Church, New Britain. Five studies on "MEETING THE MASTER."
- MR. WILLIAM R. MOODY. Five studies on "SOME ELEMENTS OF CHRISTIAN FAITH."
- REV. W. W. MOORE, D. D., President Union Theological Seminary, Richmond. Ten studies on "EPOCH-MAKERS OF THE OLD TESTAMENT."
- HENRY B. WRIGHT, Ph. D., Yale University. Ten studies on "JESUS CHRIST AND THE COUNTRY BOY."
- REV. F. B. MEYER, pastor Christ Church, London. Ten studies in "COLOSSIANS."
- REV. C. A. R. JANVIER, pastor Hollond Memorial Church, Philadelphia. Five studies on "FAITH IN FUNDAMENTAL FACTS."
- REV. G. CAMPBELL MORGAN, pastor Westminster Chapel, London. Four studies on "THE FOUR PORTRAITS OF JESUS."
- REV. ARTHUR T. PIERSON, D. D., editor Missionary Review of the World. Fifteen studies on "THE EPISTLE OF JAMES." Fifteen studies on "READING, THINKING AND PUBLIC SPEAKING."
- REV. N. FAY SMITH, pastor Northfield Congregational Church. Ten studies in "ROMANS."
- REV. HAROLD PATTISON, pastor First Baptist Church, Hartford. Ten studies on "THE STORY OF JOSEPH."
- REV. EDWARD HUNTING RUDD, pastor Congregational Church, Dedham, Mass. Five studies on "THE MAKING OF CHRISTIAN CHARACTER."
- REV. JAMES REA, Ph. D., pastor Hillside Baptist Church, Milton, Mass. Ten studies on "HOW THE BOOK STANDS THE TEST OF THE CENTURIES."
- REV. JOHN R. HAGUE, Principal Boydton School, Boydton, Va. Ten studies on "PERSONAL CHRISTIAN WORK."
- REV. JOHN McDOWELL, pastor Park Presbyterian Church, Newark. Five studies on "CHRIST THE ANSWER TO HUMAN NEED."
- REV. LINCOLN A. FERRIS, pastor Tabernacle M. E. Church, Binghamton. Ten studies on "VITAL THINGS IN CHRISTIAN LIFE."
- REV. JOSEPH E. HARRISON, pastor Baptist Church, Auburn and Melbourne, Australia. Four studies on "EPHESIANS." Four studies on "GENESIS." Six studies on "THE GOSPELS." Eleven studies on "THE MINOR PROPHETS."

# S T U D E N T   R E P R E S E N T A T I O N

## 1 9 0 7 .

**Total number of different students enrolled during  
the calendar year.**

U N I T E D   S T A T E S .	O T H E R   C O U N T R I E S .	
New York . . . . .	142	Canada . . . . .
Massachusetts . . . . .	134	Japan . . . . .
Connecticut . . . . .	72	China . . . . .
Pennsylvania . . . . .	49	England . . . . .
New Jersey . . . . .	44	Turkey . . . . .
Vermont . . . . .	39	Cuba . . . . .
New Hampshire . . . . .	36	Sweden . . . . .
Maine . . . . .	22	Ireland . . . . .
Ohio . . . . .	18	Greece . . . . .
Illinois . . . . .	11	Spain . . . . .
Delaware . . . . .	8	Bulgaria . . . . .
Minnesota . . . . .	8	Germany . . . . .
Rhode Island . . . . .	7	India . . . . .
Virginia . . . . .	7	Scotland . . . . .
California . . . . .	6	Italy . . . . .
Colorado . . . . .	5	Russia . . . . .
Texas . . . . .	5	West Indies . . . . .
Wisconsin . . . . .	5	Armenia . . . . .
Iowa . . . . .	4	Hungary . . . . .
Michigan . . . . .	4	Korea . . . . .
Nebraska . . . . .	4	Asia Minor . . . . .
Georgia . . . . .	3	Brazil . . . . .
Mississippi . . . . .	3	Chili . . . . .
North Carolina . . . . .	3	Finland . . . . .
South Carolina . . . . .	3	Holland . . . . .
Tennessee . . . . .	3	Jamaica . . . . .
Florida . . . . .	2	Labrador . . . . .
Indiana . . . . .	2	Mexico . . . . .
Kansas . . . . .	2	Moravia . . . . .
Kentucky . . . . .	2	Newfoundland . . . . .
Maryland . . . . .	2	Norway . . . . .
Missouri . . . . .	2	Persia . . . . .
Oregon . . . . .	2	Poland . . . . .
Porto Rico . . . . .	2	Wales . . . . .
West Virginia . . . . .	2	
Arkansas . . . . .	1	
Dakota . . . . .	1	
So. Dakota . . . . .	1	
Utah . . . . .	1	
		Total.      811

# The Mount Hermon Boys' School.

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## I. History and Description.

### ORIGIN.

THE Mount Hermon Boys' School was established by Dwight Lyman Moody. Funds were contributed by several men interested in the practical Christian education of boys and young men. Mr. Hiram Camp, the first President of the Board of

Trustees, gave twenty-five thousand dollars, and several thousands were received from Great Britain.

Two good farms lying side by side were purchased, some necessary changes made in the buildings, and on May 4, 1881, the school was opened. Additional tracts of land have been purchased since, so that the school now owns several hundred acres.

The school was incorporated in 1882, under the laws of Massachusetts.

#### LOCATION.

The school is situated on the west side of the Connecticut River, opposite Northfield, on high, sloping ground, commanding an extensive view of river, valley, and mountain. The site was selected with reference to the best sanitary conditions, good drainage, pure air, excellent water; to remoteness from crowded neighborhoods, and to freedom from adverse influences often found in towns or cities. The buildings are about a mile from the Mount Hermon station on the Connecticut & Passumpsic Division of the Boston & Maine Railroad, ten miles north of Greenfield. The address for matter by mail, express or freight, is Mount Hermon, Mass.; for telegrams, via East Northfield, Mass.

#### PURPOSE.

The school is for young men of sound bodies, good minds, and high aims. It is designed for those who have already conceived a serious purpose in life; for those who are in earnest to secure a useful education;

for those who desire to know more of the Bible. Vicious or idle boys are not wanted; neither are those who have failed to make good progress in other schools, nor those who are drifting. The requirements of school life are also such as to debar those who have delicate physical constitutions.

Its aim is to furnish a thorough Christian training to young men of earnest purpose but small means. In Mr. Moody's own words: "To help young men of very limited means to get an education such as would have done me good when I was their age. I want to help them into lives that will count the most for the cause of Christ."

It further aims to care for the physical welfare of its students, to train them to industrial habits, and to give them some practical knowledge of work by requiring of each one a certain amount of manual labor daily.

#### E Q U I P M E N T .

The equipment of the school for its work is as follows:—

#### R E C I T A T I O N H A L L .

This is one of the first buildings erected upon the campus. It is a brick building eighty by fifty feet, three stories high above the basement, and contains recitation rooms, and the library and reading room.

The school building is also the room in which the students

**T H E   S I L L I M A N   L A B O R A T O R Y .**

The Silliman Laboratory, one hundred and two by fifty-two feet, was the gift of Hon. H. B. Silliman, LL. D., a member of the Board of Trustees. It contains laboratories for physics, chemistry, biology, and agriculture, recitation rooms, and a lecture hall seating two hundred and thirty-four. The museum, a large mechanical drawing room, scientific reference library and reading room, and the office of the vice principal, are also in this building. In the basement are the workshop, storeroom, electrical testing room and an electric light plant.

**H O L B R O O K   H A L L .**

Holbrook Hall, the Administration building just erected, is a beautiful tribute to the memory of Mr. George E. Holbrook of Keene, N. H. It is the gift of Mrs. George E. Holbrook and her two sons, William and Edward, both graduates of the school. The building is of brick, with gray stone trimmings, and of colonial style in architecture. The interior finish is in ash throughout the building.

The first floor is given up to the administrative work of the school and contains the offices of the Principal, Secretary, Cashier and Buyer. There is also on this floor a large safety vault.

On the second floor is a large Trustee and Faculty room extending across the western end of the building; also the office of the Alumni Association Secretary, and several other offices.

**T H E C H A P E L.**

The chapel, a gift to Mr. Moody on his sixtieth birthday from his friends in England and America, was erected in 1898. It is beautifully situated on an elevation near the center of the campus overlooking the Connecticut Valley. The building is constructed of gray granite and has a seating capacity of one thousand.

**D W I G H T ' S H O M E .**

Dwight's Home, the school hospital, was so named by Mr. D. L. Moody in memory of his grandson, little Dwight, who died November 30, 1898. The Home contains sixteen rooms, of which six have thus far been fitted up as wards by friends of the school.

The "Eleanor Ward" was furnished by Mr. and Mrs. James McConaughy in memory of their little daughter.

The "Huston Ward" of two rooms is in memory of Dr. Charles Huston and was furnished by his daughter, Miss A. L. Huston, of Germantown, Pa.

The "Weston Ward," with accommodations for three patients, was the gift of Dr. Henry Weston of Chester, Pa.

The "Irene" and "Dwight Wards," two adjoining rooms, are in memory of Irene and Dwight L. Moody, who were born at the Home before it became school property.



## *DORMITORIES*



**Dwight's Home**

The Reception Hall has also been furnished by Mr. and Mrs. Thomas G. Mathewson of Eastwich, R. I., in memory of their son, George, who died at the Home.

Overtoun Hall, so named in honor of Lord Overtoun of Scotland, who gave generously toward the building, was erected in 1898 and equipped with many modern improvements. It accommodates about one hundred and twenty students.

These large halls are in charge of men teachers, who are assisted by student officers on each floor.

There are, in addition to these halls, three cottages, accommodating twelve students each. Lady members of the faculty live in these cottages. A few students occupy rooms in the farmhouses, or in the homes of teachers, or in some of the other buildings connected with the work of the school.

#### **THE DINING HALL.**

The Dining Hall is a large brick building for the accommodation of the entire school. The students occupy the main room, and at one end is a small dining room for the teachers.

#### **THE LAUNDRY.**

The steam laundry is well equipped, with facilities for washing both plain and starched goods. The work in this building is done by the students under the supervision of the one in charge of the laundry.

#### **THE FARM.**

The farm property consists of rich arable land,



*Summer Scene in the Mount Hermon Gymnasium*



seed and forage crops of this region. The forests are being improved by cutting the ripe timber and by planting new trees. The large gardens and orchards, besides furnishing the school with fruit and vegetables, afford excellent opportunities for the study of the different branches of horticulture.

The farm is well stocked with cattle, horses, sheep, swine and poultry. The herd of cattle, comprising about one hundred animals, consists of pure bred and grade Holsteins and pure bred Ayrshires. In the other live-stock departments most of the animals are pure bred and of the type best suited to the conditions existing in this vicinity. The live stock is sheltered in large barns with sanitary stables, silos, creamery, granaries, and necessary out-buildings.

In addition to the regular farm equipment there is a complete equipment for classroom work in the different branches of agriculture. This includes a live-stock judging room, a dairy laboratory, and a laboratory for the study of problems connected with the soil and fertilizers, farm mechanics, seed testing, and the judging of grain and fruit.

## II. General Information.

### ADMISSION.

**A**PPLICANTS must be at least sixteen years of age, must have good health, mental ability, and moral character.

Candidates possessing the required character and ability are received without regard to their attainments in scholarship.

Students are received only on probation.

Application for admission should be made on the blank forms furnished by the school.

Students wishing to take up work above Second Form A are required to give evidence, either by examination or certificate, of satisfactory work done in Arithmetic, Algebra through Factoring, Grammar (and Composition), United States History and Civics, Elementary Science, Singing, and English Bible. Examination will be required in Penmanship and Spelling.

Entrance examinations are held on the opening days of the term. Sample examination papers are printed at the end of the catalogue and applicants not presenting certificates are urged to prepare themselves as thoroughly as possible for these exam-

inations. Students failing to pass the entrance examinations may take up the work in class. (See Courses of Instruction, page 49.)

Candidates for admission to higher classes must give evidence either by examination or certificate of their preparation for such classes. Arrangements for entering these higher classes may be made with the heads of the various departments.

Certificates of work done in other schools may be presented for all subjects except Penmanship and Spelling. Blank forms for such certificates will be furnished on application. The certificates must be signed by the teacher, principal, or superintendent under whom the work was done.

These certificates may be accepted conditionally and the student placed in his course where his certificate seems to warrant. The work of his first term shall determine whether final credit shall be given for the certificate. In case of unsatisfactory class work the certificate may be disregarded and the student transferred to other classes at the discretion of the heads of the departments.

## P R O M O T I O N .

Examinations are held at the end of each term. The results of these examinations, together with the student's average daily rank, determine his standing and promotion.

Grading in scholarship is indicated by six letters: E, excellent; G, good; M, medium; L, low; C, conditioned; F, failed. A grade of L or higher in every

study is required for promotion. Those who receive for the full term's work the grade of E may be excused from the final term examination.

Grading in conduct and work is indicated by four letters: A, satisfactory; B, unsatisfactory; C, retained on probation; D, dismissed.

Reports will be sent to parents when requested or when the rank of the student is unsatisfactory.

### DIPLOMAS.

A student who completes an approved course will receive a diploma. One who does not complete a course may receive a statement setting forth the amount of work done by him.

### ADMISSION TO COLLEGE.

The Principal's certificate admits without examination to all colleges and universities accepting any secondary school certificates.

### EXPENSES.

The charge for board and tuition is fifty dollars per term, payable at the opening of each term.

An additional charge of five dollars per term is also made to cover the expense of ordinary laundry (not including starched linen), trained nurse fee, and athletic fee.

These charges are so low that deductions cannot be made for absence, nor money refunded to students

For private music lessons, vocal or instrumental, once a week, including use of piano or organ for one hour's practice each day, the charge is fifteen dollars a term.

Payments should be made by express order, drafts on New York or Boston, or personal checks on banks in New England or New York City, made payable to The Mount Hermon Boys' School.

The following is a statement of the necessary expenses per term:—

<b>Board and Tuition,</b>	.	.	.	.	.	.	\$50.00
<b>Laundry (starched goods excepted),</b>	.	.	.	.	.	.	3.00
<b>Nurse fee,</b>	.	.	.	.	.	.	1.50
<b>Athletic fee,</b>	.	.	.	.	.	.	.50
							—
						Total,	\$55.00

Besides this amount the student will also need about five dollars for books, stationery, etc., over and above his expenses for traveling and for clothes. Students often have opportunities for extra work by which many earn enough to pay for books and clothing, and other necessities. Those who desire to help themselves by work in the vacations can generally find employment on the premises at fair wages. The price for board in vacations is three dollars and a half a week, which is to be paid in work during the same vacation if work can be secured.

## SCHOLARSHIPS.

**James McGranahan Scholarship**, established by James McGranahan, December 16, 1885.

**Reginald Talcott Scholarship, established by James Talcott, May 1, 1886.**

**Henry M. Moore Scholarship, established by Henry M. Moore, August 27, 1886.**

**Stokes Scholarship, established by Miss Olivia E. P. Stokes and Miss Caroline Stokes, June 17, 1891.**

**Miller Scholarships, (two), established by Miss Helen M. Gould, August 16, 1895.**

**J. N. Harris Scholarship, established by the will of J. N. Harris, February, 1898.**

**Thomas E. Peck Scholarship, established by Thomas M. Peck, August 3, 1900.**

### **RECORD OF CHRISTIAN WORK SCHOLARSHIP.**

The Record of Christian Work, W. R. Moody, Editor, will give a Scholarship of fifty dollars (\$50), one term's tuition, for one hundred and twenty-five (125) full paid subscriptions, new or renewals.

For full particulars address the Principal, Mount Hermon Boys' School, or Record of Christian Work, East Northfield, Mass.

### **FORM OF SCHOLARSHIP.**

*To the Trustees of Mount Hermon Boys' School:*

I hereby give the sum of \_\_\_\_\_ dollars, to be held by you in trust, the proceeds to be applied to the education of one or more worthy students, ac-

**F O R M   O F   B E Q U E S T .**

I give and bequeath to the Trustees of Mount Hermon Boys' School, located in the town of Gill, State of Massachusetts, the sum of \_\_\_\_\_ dollars, to be safely invested by them and called the \_\_\_\_\_ Fund, and the interest thereof to be applied to the uses of the school (or specify).

**P R I Z E S .**

The Cambridge prize (established by students of the University of Cambridge, England) is awarded annually to some member of the graduating class for general excellence.

The Henry H. Proctor Class Day prize is awarded in April to some member of the graduating class for greatest excellence in preparation and delivery of his class day exercise.

The Joseph Allen prizes of twenty and ten dollars, respectively (established by Mrs. William Skinner of Holyoke), are awarded annually for excellence in declamation.

The Alumni prizes, amounting to thirty dollars (given by the Alumni Association), are awarded annually for excellence in debate.

The Benjamin P. Dwight prizes in science are awarded annually for excellent work in the departments of Physics and Chemistry.

The Yale prize of ten dollars, established by the Yale Hermon Club, is awarded annually to the student ranking highest in the preliminary examinations for Yale or Sheffield Scientific School.

The Royal S. Goldsbury prizes, amounting to thirty-five dollars, are awarded in the summer term for excellence in debating.

Greek prize. The Greek prize established in 1908 by the Greek students of the school, including those previously in attendance, will be awarded annually to that member of the graduating class, not a Greek, who shall be a college candidate, and who shall have made the most satisfactory record in his Greek work.

Other prizes are also offered from time to time for excellence in work in the different departments.

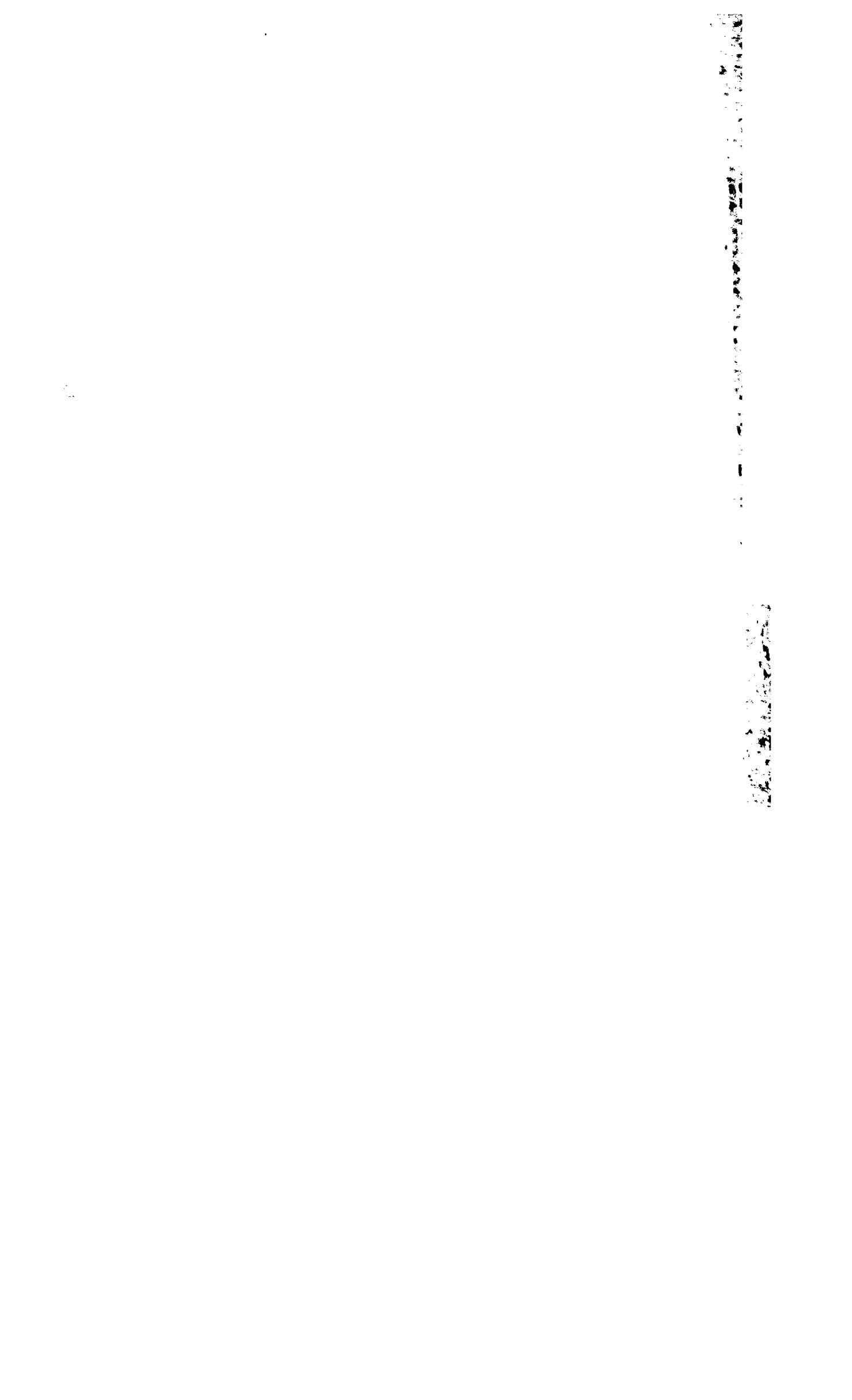
#### HONORS.

The Scholarship Honor Group was established in the winter of 1906. Eligibility for the Group is based on the final records of each term under the following conditions:—

1. A full schedule of at least three dailies and the regular weeklies.
2. At least three E's, in the final grades, two of which shall be on daily subjects.
3. Not more than one grade below G and no grade below M.

At the opening of each term the names are posted of all students who have made the Scholarship Honor Group on the work of the term just closed; also the names of all students enrolled for the term who have made the Group on their latest term records.

The Honor List is based on the marks for conduct and work. All students who have received grade A in conduct and work for three consecutive half terms are enrolled on the Honor List and the names are





posted at the opening and at the middle of each term. Enrollment on the Honor List entitles the student to the privilege of leaving the grounds without permission, provided he does not remain away over night, nor allow the absence to conflict with school duties. Misuse of this privilege may cause its withdrawal at any time. A student having this privilege who drops to grade B for any half term may be reinstated if he receives grade A for the next half term.

### O U T F I T .

In addition to ordinary clothing, each student needs working clothes, towels, bed linen, table napkins, and also a *washable* laundry bag. Pillow cases should be twenty inches by thirty-four, and sheets six feet six inches by four feet six inches. A rubber over-coat and rubber boots are very desirable. All clothing must be plainly and permanently marked with the owner's name.

Students are advised to bring such text books and reference books as they may have, especially English Dictionary, Concordance, Bible Dictionary, Modern and Ancient Atlas.

Text books and stationery and other common and necessary articles may be purchased at the store near the school.

### R E G U L A T I O N S .

The regulations are such as are believed to be for the best interests of all members of the school.

Printed copies will be sent to all candidates accepted for admission to the school.

**ARRANGEMENT OF TERMS.**

The continuous session is a distinctive feature of the school. The full year of fifty-two weeks is divided into three terms of sixteen weeks each, with short vacations intervening. There are beginning classes each term in nearly all subjects, so that a student may enter with equal advantage at the opening of any term. A student is not expected to remain more than three terms in succession without the consent of a physician.

The term beginning the first of May and continuing till about August twentieth offers special advantages. It is not a so-called summer school, but one of the regular school terms offering all the regular studies of any other term. There is also additional opportunity for daily work in Bible under well-known Bible teachers. During the first seven weeks of the term special reviews for college entrance examinations are given in all departments. College entrance examinations are held at the school.

For the terms beginning in September and in January there are more applicants than can be received. The prospect for admission is much better if application be made for the term opening in May, and new applicants are advised to apply for admission in May whenever it can be arranged to do so.

Few health resorts offer greater attractions than Mount Hermon in summer. The famous Northfield Conferences, now widely known, are held five miles away. Some of the speakers at these gatherings also give addresses frequently at Mount



Memorial Chapel

### III. General Advantages.

#### RELIGIOUS PRIVILEGES.

**T**HE school is distinctively Christian in character. The Mount Hermon Church, formed in accordance with Mr. Moody's wishes, just before his death, promotes the spiritual life of the school and affords a channel for its religious activities. It is evangelical and Scriptural in its articles of faith and unsectarian in its spirit. Students who are already church mem-

bers are invited to bring their church letters and share in the church life while here, and others who wish to unite on confession of faith are earnestly invited to do so. The more mature students serve with the teachers and other resident members on its committees and as its officers in the work of the church. Ministers and speakers of different evangelical denominations are invited to take charge of the service of worship. The pastor of the Trinitarian Church at Northfield acts as pastor of the church and preaches once each month.

The Sunday school meets weekly at the close of the morning service. The International lessons are studied.

Besides the regular Sunday services, daily devotional exercises are held and the attendance of all students is required.

The church prayer meeting is held on Wednesday evenings, and is open to all the school.

From its organization the church has taken a deep interest in the work of missions. One Sabbath service and one prayer meeting each month have missionary themes. Systematic giving by the envelope plan, after providing for the necessary home expenditures of the church, furnishes nearly a thousand dollars a year to be devoted to different missionary objects. Mount Hermon has over a score of representatives in different foreign lands and their work is kept before the church to deepen interest and incite to prayer.

The Young Men's Christian Association stands also as an aggressive religious agency. Its membership

averages at least three fourths of all the students. The Sunday night service is in its charge, as well as weekly meetings in Crossley and Overtoun Halls. Receptions for new students are given at the beginning of each term. It also cares for the social rooms in Crossley and Overtoun, and supplies periodicals. In addition to the work offered by the church Sunday school, the Association provides a number of Bible classes held on the Sabbath, pursuing courses specially adapted to develop beginners, establish faith in fundamental Bible doctrines and train personal Christian workers.

Its White Cross Committee, by occasional addresses and by the circulation of literature, aims to deepen an intelligent interest in personal and social purity.

Under the direction of its Committee on District Work, gospel services and Sunday schools are held in the surrounding region, and coöperation is also rendered in the work of neighboring churches. Opportunity, subject to the supervision of the Faculty, is thus given to many to engage in active Christian work.

## LITERARY PRIVILEGES.

Literary societies are maintained by the students. These societies meet regularly each week and afford excellent opportunities for training in public speaking and debating.

The Good Government Club, the oldest literary society, was organized in December, 1894, its purpose "To create a desire among young men to participate in polities and to further the election of

men of Christian principles." The membership is limited to thirty.

The Philomathean Literary Society was organized in 1897 with membership limited to twenty-five. Interscholastic debates have been inaugurated by this society.

The Pierian Literary Society, with membership limited to thirty, was organized in December of 1899.

Intersociety debates are held annually in competition for the "Alumni Cup Prize," established by the Alumni Association. There is also the Alumni Prize Debate, open to all members of the school.

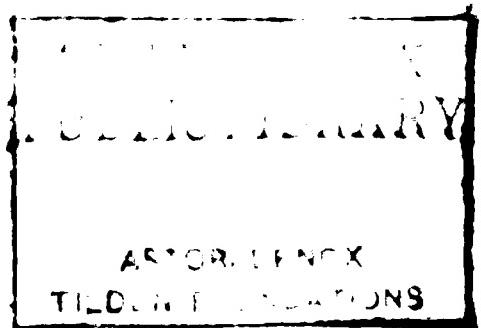
During each term a course of four or five lectures or concerts is offered to the students at the cost of fifty cents for a season ticket. This course numbers among its lecturers the best talent available and is of great educational value.

### THE LIBRARIES.

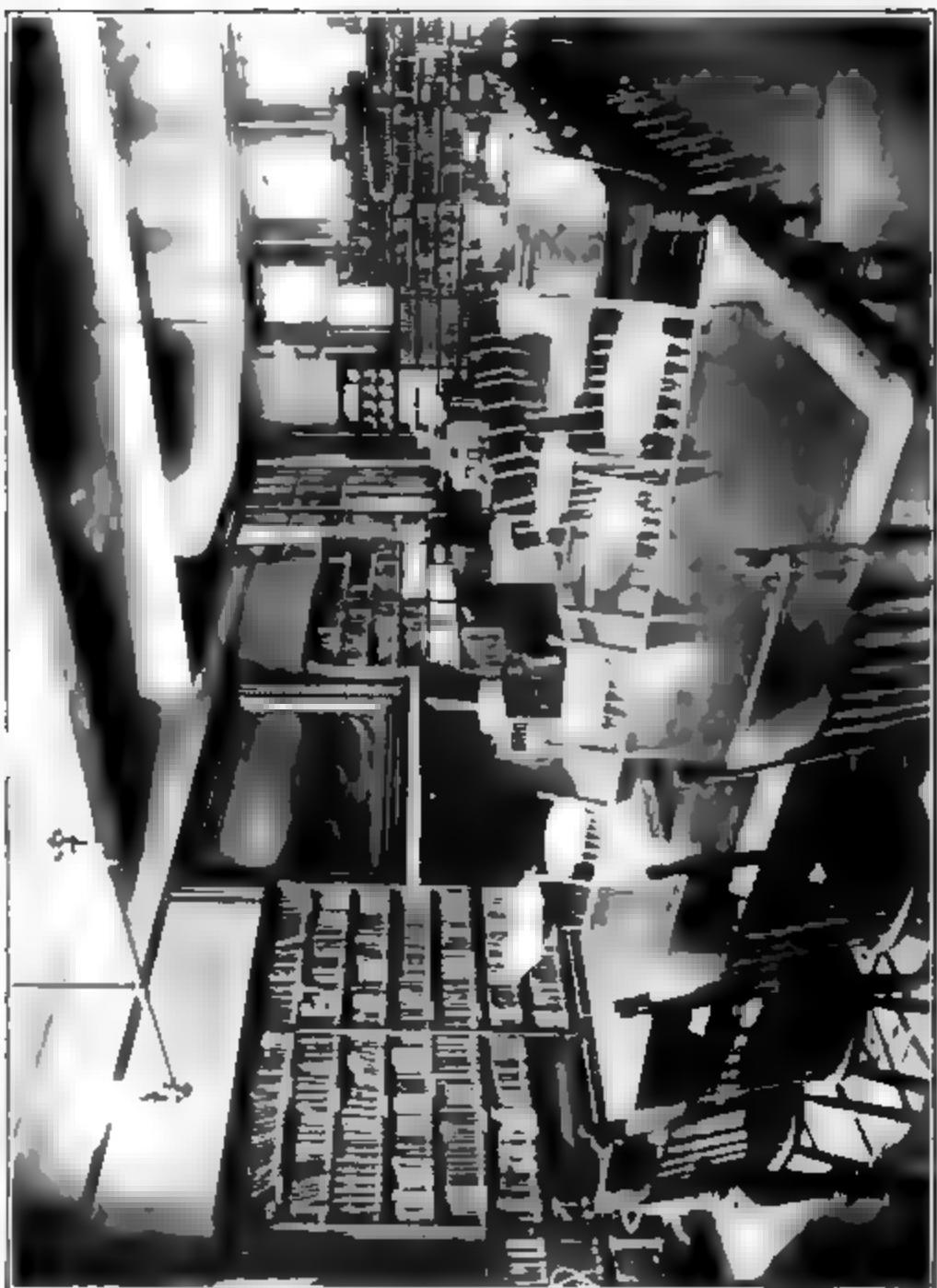
The main library is in Recitation Hall, and is open morning, afternoon and evening of school days and during the afternoon on Mondays.

Books of fiction, biography and travel may be borrowed at any time for a period of two weeks with privilege of renewal, and temporary loans of works of reference are also granted. The main use of the library, however, is as a reference and reading room, and all possible encouragement is given to collateral work in connection with the various courses of study.

There is also a scientific reference library in Silliman Laboratory. The total number of volumes in both collections is over nine thousand.



The Library



Over seventy periodicals, including magazines, daily and weekly papers, are furnished for current reading.

Aside from the running expenses both libraries are supported entirely by donations. The libraries should be much larger to meet the needs of the school.

### A T H L E T I C S .

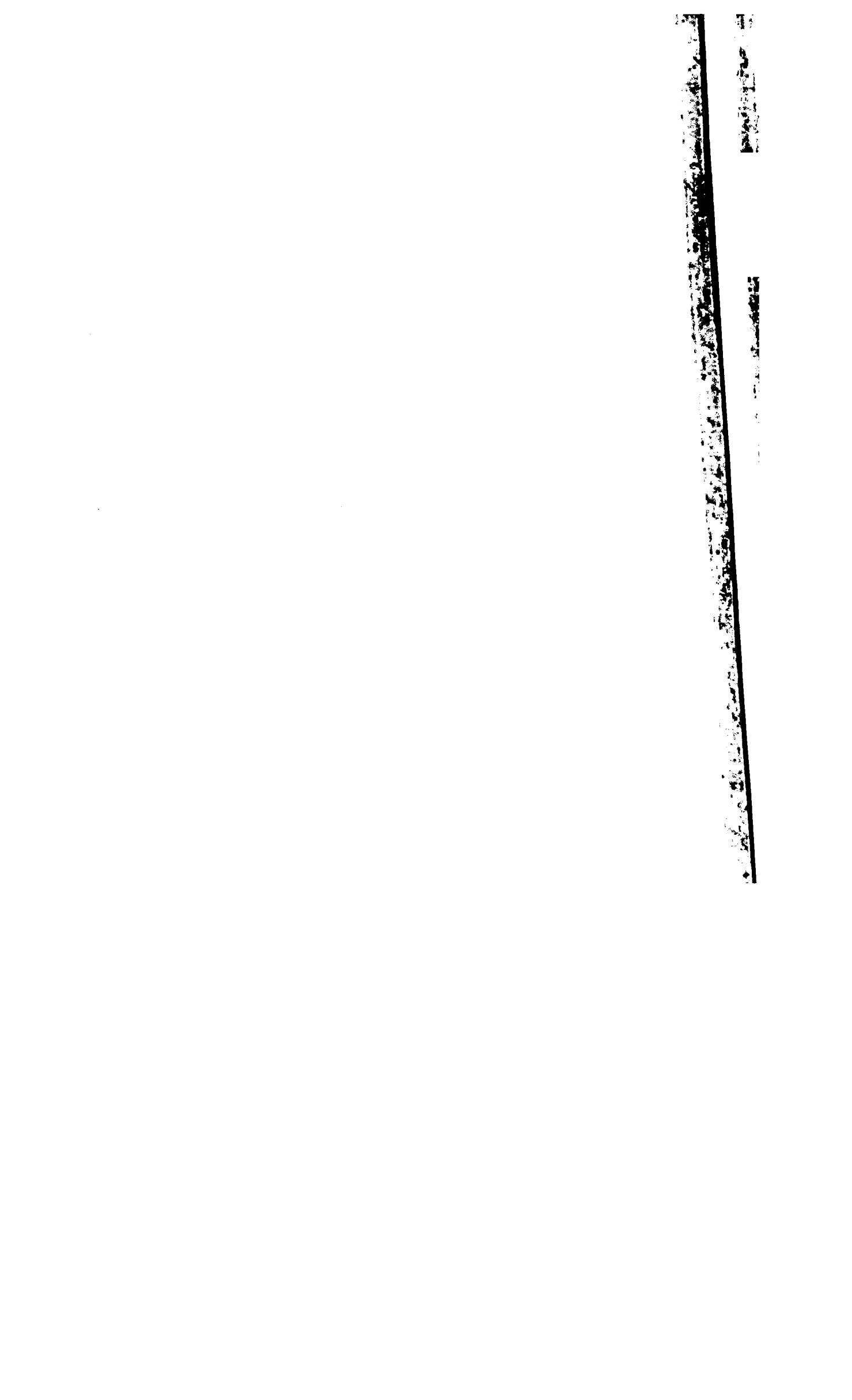
A large athletic field has been laid out for football and baseball and is provided with an oval track of three and one half laps to the mile. The Field Day of the Athletic Association is held semi-annually, and some good records have been made. Tennis courts are provided at different places on the campus, and the tournaments of the fall and summer terms develop some strong players. Baseball, football and hockey are enthusiastically followed in their season, and while interscholastic games are not allowed there is much interest in the interdormitory contests for prize cups. The right to wear an "H," which means excellence in football, baseball, hockey, tennis, or track sports, is most earnestly sought by the students.

In the summer suitable equipment is provided for swimming, which is under careful supervision, and in the winter there are skating and coasting. The association owns several large, well-built double-runners. The payment by each student of a nominal fee of fifty cents, which is included in his term bill, yields a sum sufficiently large to provide and repair a good athletic equipment, and gives to each student a share and interest in one of the most pleasant features of school life.

**INDUSTRIAL DEPARTMENT.**

Every student is required to work thirteen and one half hours each week at manual labor. Those who have learned a trade before entering the school are usually given work in that line, since there are shops in which the school work in carpentering, plumbing, blacksmithing, painting, etc., is carried on.

But the aim of the industrial arrangements is not so much to secure pecuniary benefit as to provide for physical culture, teach how to do various kinds of work, form habits of industry, and to inculcate right views of manual labor.



Dynamo Room



## **IV. Courses of Instruction.**

**Fall and winter terms:** Morning recitations begin each day, Monday excepted, at 7.35 and close at 11.45. The afternoon recitations begin at 2 o'clock and close at 4.30. Recitation periods occupy fifty minutes. Daily chapel exercises are held on school days, and there is an evening study hour beginning at 7 o'clock.

**During the spring term** (May to August) the schedule is so arranged that all recitations come in the morning.

### **C O U R S E S   O F   S T U D Y .**

**The first three terms** of all courses cover the work required for admission to the ordinary High School course, and students not sufficiently advanced to pass examinations upon this work should take these subjects in class.

**Beginning with Second Form B** some freedom is allowed the student in his choice of subjects. Each student is expected to submit to the Committee on Courses an outline of his full course for approval. This course should be submitted not later than the beginning of third form. Students wishing graduation from the school must include in their course the "Requirements for Graduation." (See next page.)

**For the convenience** of students wishing a classical preparation for college, or preparation for technical schools, model classical and scientific courses have been outlined and are printed herewith (pages 52-55).

**The model *Classical Course*** is intended as a guide

to students wishing preparation for admission to academic courses in any college.

The model *Scientific Course* is intended as a guide to students wishing preparation for those technical schools which require for admission, instead of the usual amount of Latin and Greek, extended instruction in modern languages, science and mathematics. It also offers a good practical education to those who plan to go to no higher institution.

These courses may be modified, with the approval of the Committee on Courses, to meet the needs of the individual student.

## REQUIREMENTS FOR GRADUATION.

(*The numeral following a subject ( ) indicates the number of hours per week.*)

All the work of First Form A and B, and Second Form A.  
(See page 52.)

Bible (2) One term taken in class for each term spent at the school. Minimum requirement—First, Second and Third Form courses and any two other terms. Elective courses (4) or (5) equivalent to two other terms (2).

English (3) Eight terms.

Music (2) Two terms.

Elocution (2) Two terms.

Drawing (1) Two terms.

Algebra (5) Three terms.

Geometry (5) Three terms.

History (5) Two terms (other than United States History.)

Latin (5) Four terms, or a Modern Language (5) Four terms.

Greek (5) Four terms, or Physics (5) Three terms.

A sufficient number of other term dailies to make three dailies for each term, that is, 27 term dailies above Second

# SUBJECTS OF

## S U B J E C T S O F

(*The numeral following a subject ( ) indicates the number of weeks.*)

**Bible** (2) Six Forms, also Elective Courses (4) or (5).

**English** (8) Eight terms (III-VI Forms inclusive).

**Music** (2) Four terms (II and III Forms).

**Elocution** (2) Two terms (IV Form).

**Elocution** (5) One term.

**Art Study** (1) Four Courses of two terms each.

**Penmanship** (1) and Spelling (1).

MATHEMATICS (5)

SCIENCE (5)

AGRICULTURE

LANGUAGE (6)

Reading, 1 term.

English Grammar, A, B, C.

Latin { Beginning Latin, A.  
          B, C.

Latin { Cæsar, A, B.  
          Cicero, A, B.  
          Virgil, A, B.

Greek { Beginning Greek, A.  
          B, C.

Greek { Xenophon, A, B.  
          Homer, A, B.

Modern { French, A, B, C, D.  
          German, A, B, C, D.

HISTORY (5)      { U. S. History  
                         Greek History,  
                         Roman History  
                         English History

LITERATURE (5)    { English Literature  
                         American Literature

## **ELECTIVE COURSE OF STUDY.**

(MODEL CLASSICAL COURSE)

The numeral following a subject ( ) indicates the number of hours per week.

## FIRST FORM.

ALL REQUIRED ALL REQUIRED	Bible I A (2) Penmanship (1) Grammar A (5) Arithmetic A (5) U. S. History A (5)	Bible I B (2) Penmanship (1) Grammar B (5) Arithmetic B (5) U. S. History B and Civics (5)
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## SECOND FORM.

SECOND FORM.	
A	B
Bible II A (2)	Bible II B (2)
Music II A (2)	Music II B (2)
Grammar C (5)	Algebra B (5)
All. REQUIRED	Elementary Lessons in Science (5)
	Algebra A (5)
ALL. REQUIRED	Language (5) Anc. Latin A Mod. Civ.
	Science (5)

### THIRD FORM:

THIRD FORM.											
A	B										
REQUIRED	<table border="0"> <tr> <td>Bible III A (2)</td> <td>Bible III B (2)</td> </tr> <tr> <td>English III A (3)</td> <td>English III B (3)</td> </tr> <tr> <td>Algebra C (5)</td> <td>Geometry A (5)</td> </tr> </table>	Bible III A (2)	Bible III B (2)	English III A (3)	English III B (3)	Algebra C (5)	Geometry A (5)				
Bible III A (2)	Bible III B (2)										
English III A (3)	English III B (3)										
Algebra C (5)	Geometry A (5)										
ELECTIVE	<table border="0"> <tr> <td>(10 hrs. reqd.)</td> <td><i>Latin C</i></td> </tr> <tr> <td></td> <td><i>Greek A</i></td> </tr> <tr> <td></td> <td><i>N</i></td> </tr> </table>	(10 hrs. reqd.)	<i>Latin C</i>		<i>Greek A</i>		<i>N</i>				
(10 hrs. reqd.)	<i>Latin C</i>										
	<i>Greek A</i>										
	<i>N</i>										
ELECTIVE	<table border="0"> <tr> <td>(10 hrs. reqd.)</td> <td><i>Latin C</i></td> </tr> <tr> <td></td> <td><i>Language (5) Anc.</i></td> </tr> <tr> <td></td> <td><i>Mathematics (5)</i></td> </tr> <tr> <td></td> <td><i>Science (5)</i></td> </tr> <tr> <td></td> <td><i>History (5)</i></td> </tr> </table>	(10 hrs. reqd.)	<i>Latin C</i>		<i>Language (5) Anc.</i>		<i>Mathematics (5)</i>		<i>Science (5)</i>		<i>History (5)</i>
(10 hrs. reqd.)	<i>Latin C</i>										
	<i>Language (5) Anc.</i>										
	<i>Mathematics (5)</i>										
	<i>Science (5)</i>										
	<i>History (5)</i>										

ELLECTIVE (10 hrs. req.)	Language (6) Anc. Latin B Mod.	Latin C		
		Greek A Mod.		
		Mathematics (5)		
		Science (5)		
ELLECTIVE (10 hrs. req.)		History (5)		

## FOURTH FORM.

**B**

<b>REQUIRED</b>	Bible (2) <i>IV A</i> English IV A (3) Elocution IV A (2) Geometry B (5)
<b>ELECTIVE</b>	Language (5) Anc. { <i>Caesar A</i> Mod. { <i>Bible (2) IV B</i> Mathematics (5) <i>Greek R</i> Mod. { <i>English IV B (3)</i> Science (5) <i>Cicero A</i> Mod. { <i>Floction IV B (2)</i> History (5) <i>Greek C</i> Mod. { <i>Geometry C (5)</i> Literature (5) <i>Anc. I</i> <i>Mod. I</i>
<b>ELECTIVE</b>	Language (5) <i>Anc. II</i> <i>Mod. II</i> Mathematics (5) <i>Greek C</i> <i>Mod. II</i> Science (5) <i>Caesar B</i> <i>Mod. II</i> History (5) <i>Greek D</i> <i>Mod. II</i> Literature (5) <i>Anc. II</i> <i>Mod. II</i>
<b>ELECTIVE</b>	(10 hrs. reqd.)
<b>ELECTIVE</b>	(10 hrs. reqd.)

## FIFTH FORM.

**B**

<b>REQUIRED</b>	Bible (2) <i>IV A</i> English V A (3) Drawing (1)
<b>ELECTIVE</b>	Language (5) Anc. { <i>Cicero A</i> Mod. { <i>Bible (2) IV B</i> Mathematics (5) <i>Xenophon R</i> Mod. { <i>English V B (3)</i> Science (5) <i>Physics A</i> (or <i>French</i> or <i>German</i> ) <i>Mod. I</i> History (5) <i>Homer A</i> Mod. { <i>Physics B</i> (or <i>French</i> or <i>German</i> ) Literature (5) <i>Anc. I</i> <i>Mod. I</i>
<b>ELECTIVE</b>	Language (5) <i>Anc. II</i> <i>Mod. II</i> Mathematics (5) <i>Cicero B</i> <i>Mod. II</i> Science (5) <i>Physics A</i> (or <i>French</i> or <i>German</i> ) <i>Mod. II</i> History (5) <i>Homer A</i> <i>Mod. II</i> Literature (5) <i>Anc. II</i> <i>Mod. II</i>
<b>ELECTIVE</b>	(15 hrs. reqd.)
<b>ELECTIVE</b>	(15 hrs. reqd.)

## SIXTH FORM.

**B**

<b>REQUIRED</b>	Bible (2) <i>V A</i> English VI A (3) <i>Virgil A</i> Mod. I
<b>ELECTIVE</b>	Language (5) Anc. { <i>Homer A</i> Mod. { <i>Bible (2) VI B</i> Mathematics (5) <i>Physics C</i> (or <i>French</i> or <i>German</i> ) <i>Mod. I</i> Science (5) <i>Physics C</i> (or <i>French</i> or <i>German</i> ) <i>Mod. I</i>
<b>ELECTIVE</b>	Language (5) <i>Anc. II</i> <i>Mod. II</i> Mathematics (5) <i>Virgil R</i> <i>Mod. II</i> Science (5) <i>Physics C</i> (or <i>French</i> or <i>German</i> ) <i>Mod. II</i>
<b>ELECTIVE</b>	(15 hrs. reqd.)
<b>ELECTIVE</b>	(15 hrs. reqd.)

# ELECTIVE COURSE OF STUDY.

(MODEL SCIENTIFIC COURSE)

*The numeral following a subject ( ) indicates the number of hours per week.*

## FIRST FORM.

<b>A</b> ALL REQUIRED Bible I A (2) Penmanship (1) Grammar A (5) Arithmetic A (5) U. S. History A (5)	<b>B</b> ALL REQUIRED Bible I B (2) Penmanship (1) Grammar B (5) Arithmetic B (5) U. S. History B and Civics (6)
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## SECOND FORM.

<b>A</b> ALL REQUIRED Bible II A (2) Music II A (2) Grammar C (5) Elementary Lessons in Science (5) Algebra A (5)	<b>B</b> REQUIRED Bible II B (2) Music II B (2) Algebra B (5) Latin A Mod. Language (5) Anc. Latin C Physiology Science (5) History (5)
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## THIRD FORM.

<b>A</b> REQUIRED Bible III A (2) English III A (3) Algebra C (5)	<b>B</b> REQUIRED Bible III B (2) English III B (3) Geometry A (5)
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<b>ELECTIVE</b> (10 hrs. req.) Language (5) Anc. Latin B Mod. Zoölogy or Botany A	<b>ELECTIVE</b> (10 hrs. req.) Language (5) Anc. Latin C Mod. Mathematics (5) Science (5) Botany A or B History (5)
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## A FOURTH FORM.

Bible (2)	IV A
English IV A (8)	
REQUIRED	Elocution IV A (2)
	Geometry B (5)
Language (5) Anc. (10 hrs. req.)	Caesar A Mod. (10 hrs. req.)
Mathematics (5)	
Science (5)	Greek or English
History (5)	
Literature (5)	

## B

Bible (2)	IV B
English IV B (8)	
REQUIRED	Elocution IV B (2)
	Geometry C (6)
Language (5) Anc. (10 hrs. req.)	French A or German A
Mathematics (5)	
Science (5)	Physics A
History (5)	
Literature (5)	

## FIFTH FORM.

Bible (2)	V A
English V A (3)	
REQUIRED	Drawing (1)
Language (5) Anc. (15 hrs. req.)	French B or German B
Mathematics (5)	
Science (5)	Physics B
History (5)	Roman or English
Literature (5)	

## B

Bible (2)	V B
English V B (3)	
REQUIRED	Drawing (1)
Language (5) Anc. (15 hrs. req.)	French C or German C
Mathematics (5)	
Science (5)	Physics C
History (5)	
Literature (5)	

## SIXTH FORM.

Bible (2)	VI A
English VI A (3)	
REQUIRED	
Language (5) Anc. (15 hrs. req.)	French D or German D
Mathematics (5)	
Science (5)	Trigonometry A
History (5)	

## B

Bible (2)	VI B
English VI B (3)	
REQUIRED	
Language (5) Anc. (15 hrs. req.)	French E or German E
Mathematics (5)	
Science (5)	Solid Geometry
History (5)	

# Courses by Departments.

## THE ENGLISH BIBLE.

James McConaughy, Paul D. Moody.

The study of the English Bible holds a central place in the curriculum. Regular courses have been arranged which lead progressively from elementary to more advanced Bible knowledge. The classes meet twice a week. Each student takes one course each term. For those who desire more Bible study than these regular courses afford, Elective Courses are given both daily and twice a week.

The Bible itself is the text book. Other books are used as helps but not as substitutes for it. Study outlines are furnished to the student, analyzing the books and topics studied, with questions to guide thought and investigation and with references to library helps. The results of private and class study are put by the student into orderly and permanent form in note books. Collections of photographs, both of places in Palestine and of paintings representing Bible scenes are used to illustrate the teaching, and stereopticon lectures occasionally introduce or review the courses. The teachers aim to make the student love the Book and to guide him in thinking out its truths for himself and applying them in his own life



**Illustrant Laboratory**



The Elective Courses, which are open to all students who are prepared to take them, are taught by leading Bible teachers who come to the school for that purpose.

### Course I. First Form. Twice a week.

*A Beginners' Course.* The beginner is taught to thoughtfully read the most important historical portions of the Bible, together with selections from the poetical books, the prophets and the epistles where the history has prepared him to appreciate them. A printed outline gives a portion for each day's reading, with simple, practical questions aimed to help the student in thinking out the meaning of the passage and in applying its truths to his own life. The Commandments and other selected verses and portions are memorized as the studies proceed. The most important facts of Bible geography are studied. The classroom work aims especially to fix in mind the main lines of Scripture and to apply the lessons afforded by the character studies.

### Course II. Second Form. Twice a week.

**A. Introductory Studies.** During the first term the student is taught to look at the Bible as a whole and to study some of its own statements about itself, its divisions and writers, its variety and unity, and its value as God's revelation to man. Some studies are given to its different literary forms and to the manners and customs it depicts. Drill is given in the use of references and Bible helps and in the interpretation of Bible passages.

From this point on the results of the student's work are preserved in note books, and he is taught how they should be kept.

**B. The Life of Christ.** With the second term a careful study of the four Gospels is begun. Preliminary studies trace the condition of Palestine and of the world at the Saviour's birth. Then from a harmony the events in His life are traced as far as the Feeding of the Multitude. The aim is not merely

to fix in mind the great periods, with their wealth of incident and teaching, but to show the inward progress of the ministry, and the growing revelation of God's will toward man in Jesus' deeds and words.

### Course III. Third Form. Twice a week.

A. *The Life of Christ*, completed. During the first term the study of Jesus' life is completed. The great scenes from the Transfiguration, through the Peraean ministry, the visits to Jerusalem, the Passion Week, and the appearances of the Risen Lord are traced to the Ascension. The applications of each incident or discourse to Christian life and work to-day are dwelt upon.

B. *The Teachings of Christ*. During the second term the teachings of Jesus are studied topically. Such themes as God the Father, the nature and work of Christ, the Holy Spirit, man's nature and needs, salvation, the Christian in the world, the future of believers and of the impenitent are carefully studied from Jesus' own words.

### Course IV. Fourth Form. Twice a week.

*Old Testament History*. (From Creation to the time of David.) The aim of the course is to follow God's methods with man as shown in the development of the Jewish nation. As much time as possible is given to the study of special characters. The student is allowed to present either note books or essays on special topics. Collateral reading is encouraged.

A. The narrative sections of the Pentateuch.

B. (1) The institutions of the Jewish people (sacrifice, the tabernacle, etc.). (2) The history of the Judges and of the early monarchy.

### Course V. Fifth Form. Twice a week.

*Old Testament History* (continued) and *Old Testament Prophecy*. This course is a continuation of Course IV, but in connection with it the study of the prophetical books is un-

dertaken. It deals with the literary as well as with the historical aspects, the main emphasis being placed on the message of God, with the history considered as a background.

- A. From Solomon to the death of Hezekiah.
- B. From the ascension of Manasseh to the coming of Christ.

The Bible in this, as in Course IV, is the only text book, but in Course V more collateral reading is required.

## Course VI. Sixth Form. Twice a week.

*The Life and Epistles of Paul.* A brief study of the church as represented in the opening chapters of Acts followed by a study of the life of Paul from Acts, supplemented by biographical sections from his Epistles. On this basis all of the Pauline Epistles are read, and two or three, as time allows, are studied more in detail.

## Daily Courses.

During each school term successive courses, each lasting about two weeks, are given daily, usually by Bible teachers who visit the school for that purpose. The list of these visiting teachers for the past year with their subjects will be found on page 16.

## Other Elective Courses.

Normal courses, aimed to acquaint the student with different lines of Christian service, and give some preparation therefor, are given at least each alternate term. These courses include training in the teaching of Bible classes, the leading of meetings and the delivery of public addresses; also a course in the history, principles and methods of Young Men's Christian Association work, adapted to prepare men to take up that work.

These Daily and Elective Courses are open to all students who are prepared to benefit by them. They may be offered

toward graduation as daily studies, or may be substituted for any regular Bible Courses above the Third Form, a term in the daily course being equivalent to two terms in the regular twice a week courses.

## E N G L I S H .

**Wellington E. Aiken, Mary A. Dewey, Ethel S. Radford,  
Winthrop H. Hopkins, Reginald L. Webb,  
Henry W. Hastings.**

### **Course I. Grammar. Daily. Three terms.**

**A.** The elements of English grammar are here taken up, especial attention being given to sentence analysis.

Text book: Buehler's Modern English Grammar.

**B.** The work of Grammar A is continued, with a more careful study of the parts of speech, their forms and use.

Text book: Buehler's Modern English Grammar, Irving's Sketch Book.

**C.** This is an advanced course in English grammar. It presupposes a thorough knowledge of Grammar A and B. The more intricate questions of syntax receive detailed treatment.

Text books: Buehler's Modern English Grammar, Buehler's Practical Exercises in English, Dickens' Christmas Carol, Whittier's Snow Bound.

Composition required throughout the work in grammar.

### **Course II. Third Form English. Three times a week.**

**A.** This course is devoted (1) to a study of paragraphs, diction, sentence structure and punctuation; (2) description, its principles, forms and methods; (3) frequent descriptive themes.

Text books: Hill's Beginnings of Rhetoric, Lowell's Vision of Sir Launfal, Macaulay's Lays of Ancient Rome, Haw-

B. In this course are included (1) the history of the formation of the English language; (2) derivations of English words, figures of speech, kinds of sentences and their use; (3) narration, its essentials and forms; (4) theme work based on narration.

**Text books:** Hill's Beginnings of Rhetoric, Scott's Ivanhoe, Dickens' A Tale of Two Cities.

### **Course III. Fourth Form English. Three times a week.**

A. In this course the principles of rhetoric taken up in Third Form English are applied: (1) By the study of clearness, ease, and force in their relation to words, sentences, and paragraphs; (2) by the study of the prose style of standard authors. The principles of exposition are taught and applied in theme work.

**Text books:** Hill's Beginnings of Rhetoric, Thackeray's Henry Esmond, Lamb's Essays.

B. In this course rhetoric is reviewed and the study of the drama is begun. Essay work is required.

**Text books:** Shakespere's Merchant of Venice, Julius Cæsar.

### **Course IV. Fifth Form English. Three times a week.**

A. A course in argumentation. This course comprises (1) a study of logical argument and common fallacies; (2) practice in debate, the class organized as a parliamentary body; (3) brief-making and written arguments.

**Text books:** Alden's The Art of Debate, The Hayne-Webster Debate.

VA not given in the summer term.

B. A course in poetry. (1) The principles of English verse are studied; (2) poetic diction and figures of speech in poetry are discussed.

**Text books:** Tennyson's Idylls of the King, Gayley's Classic Myths.

**Course V. Sixth Form English. Three times a week.**

This is a senior course, covering work required for entrance to New England colleges. The work consists of discussion, criticism, essays, and examinations, based on the authors read.

**A. For study—**

Shakespere's Macbeth.

Burke's Speech on Conciliation with America.

**For reading—**

Lowell's Democracy and Other Papers.

Coleridge's The Ancient Mariner.

Goldsmith's The Deserted Village.

**B. For study—**

Macaulay's Essays on Addison and Johnson.

Milton's Minor Poems.

**For reading—**

Addison's The Sir Roger de Coverley Papers.

Poe's Poems, Arnold's Sohrab and Rustum.

The work studied from III A to VI B includes the books prescribed for entrance to the New England colleges. For 1907-1908 the books required are:

**For careful study—**

Burke's Speech on Conciliation with America.

Macaulay's Essays on Addison and Johnson.

Milton's Minor Poems.

Shakespere's Julius Caesar.

**For general reading—**

Addison's The Sir Roger de Coverley Papers.

Coleridge's The Ancient Mariner.

Eliot's Silas Marner.

Scott's Ivanhoe.

Shakespere's The Merchant of Venice.

Woolf's Little Men.

**Course VI. English Literature.** Daily. Two terms.

The purpose of this course is twofold: to give the student an outline of the history of English literature; and to increase his appreciation of it by a study of the best authors.

A. The first term of this course deals with the formative period and traces the progress of English thought by a study of leading writers to the Nineteenth Century.

B. The second term deals with the history and greater names of Nineteenth Century English literature.

Text book: Pancoast's Introduction to English Literature, supplemented by reference reading from the authors studied.

**Course VII. American Literature.** Daily. One term.

The history of American literature is outlined from the colonial period to the time of living authors. The reference reading from American authors is based upon Pancoast's Introduction to American Literature.

**Course VIII. Voice and Speaking.** Twice a week. Two terms.

A. This part of the course consists of a study of the elements of vocal expression. The student is taught how to use his voice and overcome any faults or defects, how to articulate well and how to apply some of the principles of vocal expression.

B. More advanced work is given in the essentials of good reading and speaking. Problems in voice are applied to forms of prose and poetry, and the student is taught to prepare intelligently selections of his own choice.

**Course IX. Public Speaking.** Daily. One term.

Drill in voice and voice control; principles of gesture with practice; individual work in the forms of delivery.

**GREEK AND LATIN.**

Frank L. Duley, Stephen Stark, J. Elizabeth Bigelow,  
Camilla F. Wheeler.

Much attention is given to the study of English in connection with the ancient classics. In Greek and Latin Grammar such a drill is given that students acquire a thorough knowledge of the subject. Due attention is paid to prose composition, not only work illustrative of the more important principles and idioms of syntax, but also practice in continuous prose narrative, based upon the text of the authors read. Drill in re-composition and sight-reading forms an integral part of the course, and is regarded as one of the best means of leading students into the languages.

Work in mythology, antiquities, administrative systems, and in the *life* of Greece and Rome is presented in a way to convince students that there is nothing more living to-day than the results which spring from the study of the so-called "dead languages."

**G R E E K .**

**Course I. Greek Grammar.** Daily. Three terms.

This course is designed to give the student a thorough knowledge of common forms of Attic prose and fundamental principles of Greek syntax. Practice is given in translation of

**Course II. Xenophon's Anabasis, Prose Composition, Sight Reading.** Daily. Two terms.

Stress is laid alike upon grammar, accurate translation, correct use of English in translating, and the historic setting of the narrative.

**Text books:** Goodwin & White's Xenophon's Anabasis, Books I-IV, Goodwin's Greek Grammar, Pearson's Greek Prose Composition.

**Course III. Xenophon's Anabasis, Homer's Iliad, Prose Composition continued, Sight Reading, Greek History.** Daily. Two terms.

This course aims to familiarize the student not only with Homeric forms but also with the life and thought of the Homeric times, and to arouse appreciation of the literary value of Homeric poems.

**Text books:** Pearson's Greek Prose Composition, Benner's Iliad.

**L A T I N .**

This course is arranged to meet the maximum requirements for admission to college. With this end in view the work is arranged as follows:

**Course I. Elementary Latin.** Daily. Three terms.

Thorough drill in forms, syntax and vocabulary. Frequent exercises in turning easy English into Latin. Daily exercises also in prepared and sight translation. The text used consists of connected and lively passages from ancient history and mythology. The connection between Latin and English is constantly emphasized.

**Text books:** Inglis and Prettyman's First Book in Latin.

## **Course II. Cæsar's Gallic War. Daily. Two terms.**

The four books are read in historical order. Short daily lessons in prose based directly on the text previously read. Daily recitations in grammar. During this course a general survey of the grammar is followed by detailed work in syntax. During the last few weeks of the course Nepos' Lives are read rapidly.

**Text books:** Allen & Greenough's Cæsar, Barss' Nepos, Allen & Greenough's New Latin Grammar, D'Ooge's Composition, Part I.

## **Course III. Cicero and Ovid. Daily. Two terms.**

1. Cicero. Two thirds of the course. The four orations against Catiline, the Manilian Law and Archias. Prose as during the course in Cæsar. Grammar as before with continued detailed work in syntax.

2. Ovid. Last third of the course. Course in rapid reading. Insistence as before upon exactness of translation, more than before upon fluency. Considerable sight reading to cultivate ability in the divining of an author's meaning. Illustrative readings from English authors. One entire period each week is taken for prose work and sight translation in Cicero.

**Text books:** D'Ooge's Select Orations of Cicero, Bain's Ovid, Daniell's Composition, Revised.

## **Course IV. Virgil. Daily. Two terms.**

Six books of the Aeneid and the Eclogues. Lessons in prosody at the beginning of the course. Assigned readings also in mythology. Careless work is constantly guarded against by repeated work in grammatical construction, and by exercises in prose based upon Cæsar and Cicero. These authors are thus reviewed, and the complete course kept fresh before the student. Roman History is also reviewed.

**M O D E R N   L A N G U A G E S .**

Lucy Tappan, Hélène A. Roux.

**Course I. French. For beginners. Daily. Three terms.**

The design of this course is to secure a thorough knowledge of the elements of grammar, pronunciation, rapid reading of easy and more difficult prose, and the recognition of words and simple phrases when spoken.

A fourth and fifth term are offered if a sufficient number elect the work.

**Text books:** Aldrich & Foster's Foundations of French, Aldrich & Foster's Reader, François' Composition, Bouvet's French Composition, Mérimée's Colomba, Labiche et Martin's Voyage de Monsieur Perrichon, Victor Hugo's La Chute, or their equivalents.

**Course II. German. For beginners. Daily. Three terms.**

The object of this course is to give the student a thorough knowledge of elementary German: viz., the essentials of accidence and syntax. To this end emphasis is laid on composition and grammatical drill. Sufficient attention is also given to secure reasonable ability in translating not merely easy elementary prose, but also more advanced texts, and throughout the entire course to train the eye, ear and tongue.

A fourth and fifth term are offered if a sufficient number elect the work.

**Text books:** Worman's First German Reader, Bierwirth's Beginning German, Müller und Wenckebach's Glück Auf, Ball's German Drill Book, Von Hillern's Höher als die Kirche, Wilhelmi's Einer muss heiraten, Benedict's Eigensinn, Freytag's Die Journalisten, Goethe's Hermann und Dorothea, Heine's Harzreise, or equivalents.

**M A T H E M A T I C S .**

Lyon L. Norton, Gardiner L. Wagar, Mabel W. Learoyd,  
Joshua L. Robins, Harold W. Stevens.

The work in mathematics is planned to meet the requirements for admission to the best colleges and technical schools. At the same time it is made as practical and educational as possible, the ability to pass college entrance examinations not being the main object. The various subjects are taught with two distinct aims: first, to train the reasoning faculties; second, to gain a thorough knowledge of the subjects themselves as absolutely essential to the study of the higher mathematics and the natural sciences. To accomplish these ends the student is thrown upon his own resources in the solution of a large number of problems and original exercises in algebra and geometry, and much attention is given to rapid review drill in the classroom. The use of good English is insisted upon in both oral and written work as absolutely necessary to obtain the best results. *Thoroughness and accuracy* are the key words.

**Course I. Arithmetic. Daily. Two terms.**

Here the aim is to master the essential principles and to make the work as practical as possible. Artificial and improbable examples are avoided.

A. Factors and multiples, fractions, common and decimal, and denominate numbers.

B. Metric system, mensuration, ratio and proportion, per-





**Course II. Bookkeeping.** Daily. Two terms.

The work covers double entry bookkeeping so far as to include a thorough acquaintance with the business forms and books needed in an ordinary retail or commission business for a single proprietor, or for a partnership. The difference between single and double entry with the advantage of the latter is noted. Special attention is given to the trial balance and the balance sheet.

**Text books:** Williams & Rogers' Series—Office Routine and Bookkeeping, Introductory Course by Geo. H. Schwartz.

**Course III. Algebra.** Daily. Five terms.

The course in algebra extends through five terms. Three terms' work, five times a week, is the minimum requirement for graduation from any course. This work includes the subject of quadratic equations and all that naturally precedes it.

The fourth term is required of all students who purpose entering college or technical schools. The subjects covered are ratio and proportion, variation, progressions, the binomial formula for positive integral exponents, permutations and combinations, and logarithms, together with a review of certain parts of the first three terms' work. A fifth term may be elected by those students who wish to offer advanced work in mathematics for entrance to college. When combined with solid geometry and plane trigonometry, the work covered is substantially the freshman year's work in the academic course in college. A few technical and scientific schools require this term in algebra for entrance.

Factoring and the statement of problems are emphasized throughout the entire course.

**Text books:** Wentworth's Elementary Algebra and Fisher & Schwatt's Complete Secondary Algebra.

**Course IV. Geometry.** Daily. Four terms.

Three terms, five times a week, are given to the study of plane geometry. Original work is required from the start to

**MOUNT HERMON SCHOOL**

the finish. The object is to develop independence and originality. For the sake of accuracy and finish each student is required to write out carefully a considerable number of original demonstrations.

Solid geometry is treated in the same manner as plane geometry, one term being given to this subject.

Text books: Wentworth's and Phillips & Fisher's Geometry.

**Course V. Plane Trigonometry. Daily. One term.**

Special emphasis is put upon the mastery of the trigonometric functions and of the fundamental trigonometric formulæ.

Facility in the use of logarithms is acquired in connection with the solution of right and oblique triangles.

Text book: Phillips & Strong's Elements of Trigonometry.

**THE SCIENCES.**

Charles E. Dickerson, Florence E. Flagg, M. Frances Wheeler,  
Roy R. Hatch.

The educational value of scientific studies may well be considered equal to that of the classics, and great care has therefore been exercised in the preparation of the courses here offered. Laboratory work forms a large part of the courses.

**Course I. Elementary Lessons in Science. Daily.  
One term.**

careful observations and accurate statements. Upon beginning the more extended work in science, whether in preparation for college or not, the student who completes this course will find himself acquainted with many fundamental terms, ideas and principles and should be able to advance rapidly. The first part of the course will be spent in the study of the elementary principles and facts in physics and chemistry, and the latter part will take up the elementary facts of animal and plant structure, the meaning and means of carrying on the fundamental processes involved in maintenance of living matter.

For the advantage of those who may care to anticipate this work and pass it off at the entrance examinations the following references are given.

For the Physics and Chemistry as much work as is included in such books as Balfour Stewart's Science Primer—Physics; Roscoe's Science Primer—Chemistry.

For the Biology, T. Jeffery Parker's Lessons in Elementary Biology (Macmillan), Chaps. I., II., VI., XIII., XVII.

J. A. Thomson's Outlines of Zoölogy (D. Appleton & Co.), Chaps. II., III.

Sedgwick & Wilson's General Biology (Henry Holt & Co.), Chaps. III., IV.

J. A. Thomson's The Study of Animal Life (Scribner's), Chaps. VIII., IX., XI.

H. W. Conn's The Story of the Living Machine (D. Appleton & Co.), and any good, up-to-date elementary Geology and Astronomy.

## Course II. Physiology. Daily. One term.

Instruction in this study is given with special reference to human physiology and anatomy, though comparisons are constantly being made with, and illustrations drawn from, the lower forms of animals. A thorough appreciation of personal mechanics is believed to be one of the most potent factors in assuring personal morals.

The endeavor is made to demonstrate before the class with apparatus and models, fresh or living material, the main teachings of each day's lesson. Full and neatly kept notes of these

experiments are required of each student. The instructor reserves the right of collecting a small fee for materials used.

Text book: Martin's Human Body.

### **Course III. Zoölogy. Daily. One term.**

The pursuance of this study involves attendance at lectures, oral and written recitations, and laboratory exercises. The facilities for the course include a large recitation room, a special zoölogical laboratory, a museum collection of type forms, laboratory apparatus for each individual, charts, etc. Carefully prepared note books are required of each student, and an appropriate laboratory fee is asked.

The course is devoted to a study of invertebrates and vertebrates, beginning with the simplest types of protozoa, and following the gradually increasing complexity of animal anatomy and physiology, in the different groups, up through the highest forms of vertebrated animals.

Text book: Jordan and Heath's Animals, collateral reading. Library well supplied with reference books.

### **Course IV. Botany. Daily. Two terms.**

The work of this course is divided into two parts of one term each. Either term may be taken separately and will count towards graduation. Both terms should be taken, however, and in the order given, for a complete understanding of the subject.

A. Cryptogamic botany. During this term typical plants under Thallophytes, Bryophytes and Pteridophytes are studied. Gymnosperms are included in this course. Four hours each week are devoted to laboratory work.

B. Phænogamic botany, covering morphology, physiology and ecology of spermatophytes. Laboratory work continues as in the first term.

The laboratory is well equipped with compound microscopes.

## **Course V. Physics with Laboratory Work. Daily. Three terms.**

The work of this course is divided into Parts A, B, and C, each covering one term's work.

Part A includes Mechanics; Part B, Sound, Heat and Light; Part C, Electricity. The course comprises lectures, recitations, and an average of four hours of work per week in the laboratories. The aim of the laboratory work is to give the student practical experience in scientific processes and to train him "to observe carefully, record accurately, infer justly, and express cogently." The relation of physics to familiar phenomena is strongly emphasized, the object being to enrich the life of the student by enabling him to understand better the objects and phenomena which contribute so much to his daily life. This is also true of the course in chemistry. It is recommended that students desiring this course shall have completed two terms of algebra and one term at least of plane geometry. Each student is required to keep a note book containing an accurate record of his work. A laboratory fee sufficient to cover breakages is charged.

**Text books:** Wentworth & Hill, and Hall & Bergen's for Parts A and B. Jackson's Elementary Magnetism and Electricity for Part C.

## **Course VI. Advanced Physics. Twice a week. Two terms.**

A laboratory course in physical measurements with recitations and problems based upon the experiments is offered to those students who have taken the work in elementary physics, either here or elsewhere, as a preparation for such work, and who desire to pursue a course in physics, immediately following such preparation. The course will correspond to what is known as the advanced admission requirement in physics at Harvard College. A knowledge of plane geometry and algebra, and a familiarity with the notation used in trigonometry are necessary. A student completing the course will be credited with one term's study toward graduation. Those

who intend to pursue courses in physics, chemistry, or engineering in higher institutions are advised to elect this course.

Text books: Laboratory Manual: Sabine's. Reference: Deschanel and Ames.

### **Course VII. General Chemistry and Qualitative Analysis. Daily. Two terms.**

The work in chemistry during the first term is devoted to general study of inorganic chemistry. Experiments in the laboratory, largely quantitative, are supplemented by lectures and recitations. Much attention is paid to the solution of elementary chemical problems, and, later in the term, to chemical theory. This course prepares the student for qualitative analysis, which is taken up in the laboratory during the second term. The laboratory work is supplemented by continued drill in problems and by the systematic study of chemical reactions. Students looking toward the study of medicine will find this course of great practical value.

Each student is required to keep a record of the results of his work in a note book.

Text books: Remsen's College Chemistry, Prescott & Johnson's Qualitative Analysis.

### **AGRICULTURE.**

Frank G. Helyar, Fred E. Peck.

The courses in agriculture at Mount Hermon are so arranged as to acquaint the student with the fundamental principles and practices of modern agriculture and to instill into his mind the importance and the dignity of farming.

### **Course I. Agriculture. Three terms.**

have not completed high school work in science. The work of the course, lectures and classroom demonstration, consists in a consideration of physical geography, physics, chemistry, botany and animal physiology, as these sciences especially relate to agriculture. While necessarily brief and elementary, this work is thorough enough to introduce the student to the underlying principle of the science of agriculture.

### B. Agriculture. Daily.

An elementary study of the soil, its formation, composition and physical characteristics; the management of soils, tillage, drainage; the plant and its food; fertilizers, natural and artificial, buying fertilizers, methods of mixing and application.

### C. Agronomy. Daily.

A study of farm crops, their history, importance, growth, methods of cultivation, harvesting and marketing. Some of the more common diseases of farm crops and their treatment are discussed in this course.

Open only to students who have had Course B.

## Course II. Horticulture. Daily. Two terms.

### A. Vegetable Gardening.

Principles of vegetable gardening—location and layout of gardens with reference to market and crops, glass crops, soil and its treatment, seeds and seedage, gardening tools, general management of the garden, storing, marketing and classification of crops.

### B. Fruit Growing.

Principles of fruit growing—a study of the fundamental principles governing the successful culture of fruits. Systematic Pomology—classification and judging of common fruits.

**Course III. Landscape Gardening and Forestry.**

Three times a week. One term.

An elementary study of the principles of these subjects, giving the student an idea of the scope of each. This course will include a field study of some of the simple problems connected with these subjects.

**Course IV. Animal Husbandry. Three terms.****A. Daily.**

A study of the essentials of stock breeding and the more important breeds of horses, cattle, sheep and swine from the standpoint of origin, development and economic peculiarities.

**B. Daily.**

A study of stock feeding and the methods of caring for the various kinds of live stock in health and disease. Stables, systems of ventilation and other problems connected with farm buildings are considered with especial reference to sanitation. Some of the minor surgical operations are generally performed before this class. Open to students who have passed Animal Husbandry A.

**C. Poultry Culture. Three times a week.**

A course of lectures and text book work in the study of poultry and its management will be offered as conditions permit.

**Course V. Dairying. Three times a week. One term.**

A study of milk, its secretion, composition, physical properties, dairy bacteriology, conditions affecting character and food value of milk, market milk, dairy sanitation, milk testing

and butter making. This course will be supplemented with such laboratory work as conditions permit and also by some original work.

**Course VI. Rural Economics.** Twice a week. One term.

A study of the elements of rural economy designed to show the student the relation of economics to the business of farming.

**H I S T O R Y .**

Horace H. Morse, L. Lorimer Drury.

**Course I. United States History and Civil Government.** Daily. Two terms.

A. The work of the first term in this course covers the history of our country from the time of its discovery down to the presidency of Andrew Jackson.

B. The second term is divided into two parts. The first half term is spent on the study of the period from Jackson to the present time, and during the remainder of the term the framework of our state and national governments is presented. Special emphasis is laid upon the duties and obligations of American citizenship.

**Text books:** John Fiske's History of the United States, Boynton's School Civics.

**Course II. Greek History.** Daily. One term.

A short introductory study is made of the more ancient n

the real gifts of Greece to our civilization. This course, with Course III, is required for students preparing for the academic course in college, and is elective for others.

Text book: Morey's Outlines of Greek History.

### **Course III. Roman History. Daily. One term.**

In this course the history of Rome is carried from the founding of the city until the time of Charlemagne, 800 A. D. Rome's policy of expansion and incorporation is carefully followed on the map, and special attention is paid to the later period of the empire. Courses II and III are designed to meet the full requirements of any college in ancient history and geography. These courses are prepared along the lines recommended by the Committee of Seven on History.

Text book: Morey's Outlines of Roman History.

### **Course IV. English History. Daily. Two terms.**

This course is designed to meet the admission requirements of any scientific school or college. The method is similar to that of Course III.

Text book: Walker's Essentials of English History.

## **A R T S T U D Y .**

Gardiner L. Wagar.

### **Course I. Elementary Drawing. Weekly. Two terms.**

The aim of this course has been to present, within the time allowed, work along the lines of pictorial, structural, and decorative drawing, and some knowledge of the principles underlying each. The work is adapted as much as possible to the requirements of the pupils entering the classes.

### **Course II. Mechanical Drawing. Weekly. Two terms.**

This course is offered to those who have completed geometry. The work follows that presented in the text book by Linus





**Course III. Studio Work.** Weekly. Two terms.

Students electing this course may take lessons in charcoal, crayon, or other mediums. Only those who have some talent for the work may join these classes.

**Course IV. History of Art.** Weekly. Two terms.

This course is designed to give the student some knowledge of the great artists and their works, and to lead him to enjoy more thoroughly the world's best art. Lectures are given by the instructor and library work upon assigned topics is required of the student. The course has been much enriched by generous gifts of books on art.

**PENMANSHIP.**

**Weekly.**

Students failing to pass the annual examinations in penmanship are required to take the work in class.

Both the vertical and Spencerian systems are taught.

**MUSIC.**

**VOCAL MUSIC, CLASS INSTRUCTION**

Lewis S. Chafer, Mrs. Ella C. Chafer

Class instruction is given by a special teacher without extra charge.

**Course I. Second Form A.** Twice a week.

For pupils who have had no previous training and for such as have not studied sight singing. Systematic instruction in the science of music, keys, scales, chord formation and harmony in three parts.

**Course II. Second Form B.** Twice a week.

Four part harmony in all usual forms, individual chords, modulation, and harmonizing melodies.

**Course III. Twice a week. Elective.**

Sight reading in singing, voice training, solo and ensemble singing, lectures on musical forms.

Open to those having completed Courses I and II.

**Course IV. Twice a week. Elective.**

Instruction in solo singing and conducting for general evangelistic work.

**Special singing practice.**

One chapel period each week is devoted to instruction and practice in chorus singing with the entire school.

**Glee Club.**

Limited to sixteen voices. Chosen by examination by the leader for concerts and entertainments.

**Private lessons.**

Private lessons in piano, pipe organ or voice. One hour each week for which an extra tuition of \$15.00 a term is charged. Free use of practice instrument one hour each day.

*GRADUATES*

**A T E S, P R I Z E S A  
O R T H E Y E A R**

**GRADUATES, APRIL**

Frederick Harold Beach.  
Thomas Edwin Elder.  
Charles Parson Finch.  
John Held.  
Frank Lanman Holcombe  
Charles Manton King.  
Herbert Lawrence.  
Henry Edwin Ohler.  
Thomas Desiah Pawley.  
Arthur Howard Peck.  
William Charles Smith.  
Horace Franklin Turner.  
Dixon Van Blarcom.

**GRADUATES, AUGUST**

William Daniel Banister.  
Arthur Rufo Blackstone.  
Clarence Tupper Butler.  
Warren Lester Duncan.  
Gustav Herman Lindquis  
George McCahon.  
Curtis Hugh Morrow.  
Harry Victor Owen.  
Elwyn Clark Parlin.  
Ludwig Charles Seith.  
Albert Edward Stone.

*MOUNT HERMON SCHOOL***P R I Z E S   A W A R D E D.**

**Cambridge Prize for general excellence.**

**Henry Edwin Ohler.**

**Honorable Mention, Frederick Harold Beach.**

**Henry H. Proctor Class Day Prize.**

**Henry Edwin Ohler.**

**Latin Prize, for most satisfactory record.**

**Frederick Harold Beach.**

**The Joseph Allen Prizes, for excellence in declamation.**

**1st prize, Ernest S. Kavanagh.**

**2d prize, Frederick H. Beach.**

**Alumni Prize Debate.**

**1st prize, Frederick H. Beach.**

**2d prize, Joseph Gamson.**

**Winning side, Edward R. Barnard, Frederick H. Beach,  
Joseph Gamson.**

**Benjamin P. Dwight Prizes in Science.**

**For highest rank in Mechanics.**

**Elwyn C. Parlin.**

**For highest rank in general Chemistry.**

**Elihu S. Wing.**

**Yale Prize, for highest rank in Yale preliminaries.**

**J. LeConte Bell.**

**Royal S. Goldsbury Prize Debate.**

**1st prize, John W. Young.**

**SCHOLARSHIP HONOR GROUP,**  
**1907.**

**Based on Final Records of the Term Indicated**

**WINTER TERM.**

*Sixth Form.*

Thomas E. Elder.  
 William C. Smith.  
 Albert E. Stone.

*Fifth Form.*

Harry V. Owen.

*Fourth Form.*

Harry A. Haas.

*Third Form.*

Sidney K. Howells.  
 John P. Hoyt.

*Second Form.*

Jerome Burtt.  
 George V. S. Keely.

*First Form.*

Garrett Bootsma.  
 Walter S. Griswold.

**SUMMER TERM.**

*Sixth Form.*

Albert E. Stone.

*Fifth Form.*

Russell C. Hoffman.

*Third Form.*

John S. Coldwell.  
 George V. S. Keely.

**FALL TERM.**

*Sixth Form.*

Russell C. Hoffman.  
 Donald McConaughy.  
 C. Dallas Sunderland.  
 Elihu S. Wing.  
 John W. Young.

*Fifth Form.*

William M. Claffin.

*Fourth Form.*

Oscar G. Anderson.

*Third Form.*

J. Dayton Axtell.  
 Jerome Burtt.

*Second Form.*

Aristides E. Phoutrides.

*First Form.*

Gershom P. Ellis.

## TEXT BOOKS.

**Bible:** Good English Bible with References and Helps. Revised Version. Concordance, Cruden's or Walker's. Various reference books on different courses.

**English,** Hill's Beginnings of Rhetoric, Selected Texts.

**Elocution,** S. S. Curry's Classics for Vocal Expression.

**English Grammar,** Buehler's Modern English Grammar, Buehler's Practical Exercises in English.

**Latin Grammar,** Allen and Greenough's New Latin Grammar.

**Latin Lessons,** Inglis and Prettyman's First Book in Latin.

**Latin Composition,** D'Ooge's, and Daniell's Revised.

**Cæsar,** Allen and Greenough's New Cæsar with Vocabulary.

**Nepos,** Barss'.

**Cicero,** D'Ooge's Select Orations of Cicero.

**Ovid,** Bain's.

**Virgil,** Knapp's.

**Greek Grammar,** Goodwin's.

**Greek Lessons,** Ball's Elements of Greek.

**Greek Composition,** Pearson's Greek Prose Composition.

**Xenophon,** Goodwin and White's Xenophon's Anabasis with Vocabulary, Books I-IV.

**Homer,** Benner's.

**French Grammar,** Aldrich and Foster's Foundations of French.

**French Readers,** Aldrich and Foster's Reader.

**French Composition,** François', and Bouvet's.

**German Grammar,** Bierwirth's Beginning German.

**German Readers,** Worman's First German Reader, Müller und Wenckebach's Glück Auf, Von Hillern's Höher als die Kirche, Wilhelmi's Einer muss heiraten, Benedix's Eigensinn, Freytag's Die Journalisten, Goethe's Hermann und Dorothea, Heine's Harzreise, or equivalent of these texts.

**German Composition,** Ball's German Drill Book.

**Arithmetic.** Milner's Standard.

**Bookkeeping.** Williams and Rogers' Series—Office Routine and Bookkeeping. Introductory Course by Geo. H. Schwartz.

**Algebra.** Wentworth's Elementary and Fisher and Schwatt's Complete Secondary Algebra.

**Geometry, Plane and Solid.** Wentworth's, Phillips and Fisher's.

**Trigonometry.** Phillips and Strong's Elements of Trigonometry.

**Physiology.** Martin's Human Body.

**Zoölogy.** Jordan and Heath's Animals.

**Botany.** Gray's Manual and Coulter's Plants.

**Physics,** Avery's, Hall and Bergen's, and Sabine's. Jackson's Elementary Magnetism and Electricity.

**Chemistry,** Remsen's College Chemistry, Prescott and Johnson's Qualitative Analysis.

**United States History and Civics,** John Fiske's History of the United States, Boynton's School Civics.

**Greek History.** Morey's Outlines of Greek History.

**Roman History.** Morey's Outlines of Roman History.

**English History,** Walker's Essentials of English History.

**English Literature,** Pancoast's Introduction to English Literature.

**American Literature,** Pancoast's Introduction to American Literature.

## Mount Hermon Alumni Association.

The Mount Hermon Alumni Association was organized in 1888 for graduates only and so continued until 1900, when the membership privilege was extended to all former students who were loyal to the school and desired to keep up old friendships. The membership on January 1, 1908 was 1025.

### Extracts from Constitution and By-Laws.

#### OBJECT.

"The object of this association shall be to encourage fellowship among the old students and to promote the interests of the school."

#### MEMBERSHIP.

"Every graduate shall become a member without election. Any person who has been a student at Mount Hermon School, and is recommended by the executive committee, is eligible for membership."

#### DUES.

"The annual dues of this association shall be one dollar."

#### OFFICERS, 1907-08.

President, John McDowell, '90.

Secretary, L. Lorimer Drury, '98.

Treasurer, Frank L. Duley, '93.

Vice Presidents, Henry R. Huntting, '88; Dwight D. Kimball ex.-'93; G. Gibbons Yarrow, '94; Herbert S. Stone, '97; ~~and W. C. C. '90~~

The association is now carrying on the following lines of work:—

1. An annual reunion and business meeting at Mount Hermon.
2. The publication of the Mount Hermon Alumni Quarterly, which is sent to every member of the association. Subscription price fifty cents per year.
3. The Dwight L. Moody Running Expense Fund, through which contributions are made toward the support of the school.
4. The Alumni Cup Debates between representatives of the three debating societies, at the conclusion of which the cup becomes the property of the winning society for the ensuing year.
5. The Alumni Prize Debate, which is open to all the students of the school.
6. An Appointments Department where information regarding former Hermon students who are open for positions is kept on file.
7. The organization and federation of city and college clubs. The city clubs now affiliated with the association are:—  
**The New York Hermon Club,**  
President, Dr. G. Gibbons Yarrow, 683 Broad Street,  
Newark, N. J.  
**The Hermon Club of Greater Boston,**  
President, Dwight D. Kimball, 6 Beacon Street.  
**The Springfield Hermon Club,**  
President, George R. Booth, 1119 State Street.  
**The Worcester Hermon Club,**  
President, Dr. Windsor A. Brown, 160 Lincoln Street.  
**The Philadelphia Hermon Club,**  
President, Charles E. Barbour, 42 North 9th Street.  
**The Baltimore Hermon Club,**  
President, John T. Maylott, Central Y. M. C. A.  
**The Washington Hermon Club,**  
President, Irving P. Tade, 120 10th Street N. E.

**The college clubs are:—**

**The Yale Hermon Club,**

**President, Moore C. Tussey.**

**The Princeton Hermon Club,**

**President, Calvin Dunham.**

**The Wesleyan Hermon Club,**

**President, Leonard J. Selden.**

**The Harvard Hermon Club,**

**President, George A. McKay.**

**The Brown Hermon Club,**

**President, Clifton H. Walcott.**

Communications in regard to the association  
should be addressed to the Secretary, L. Lorimer  
Drury, Mount Hermon, Mass.





**ENTRANCE EXAMINATIONS.****ARITHMETIC.**

1. If  $\frac{9}{10}$  of a bin of coal be worth \$63, what is  $\frac{1}{2}$  of it worth?
2. Simplify,  $\frac{1}{2} - .05 + \frac{1}{4} + .5 - .025 + \frac{3}{4} - \frac{1}{8} + 2.03 - .01$ .
3. Find the cost of a piece of oilcloth  $22\frac{1}{2}$  feet by  $17\frac{1}{2}$  feet at 63 cents a square yard.
4. A rectangular field containing 27 acres is 30 rods wide. What will it cost to fence it at 5 cents a yard?
5. A farmer bought 13 head of young cattle for \$215. He kept them for six months at an expense of \$3 per head a month and sold them at \$32 each. Did he gain or lose, and how much?
6. If to 48 gallons of wine 2 gallons of water are added, what per cent of the mixture is water?
7. A man invested \$2400 in a publishing business, and at the end of  $2\frac{1}{2}$  years he withdrew \$2940, being investment and profits. What annual rate of interest did his investment pay?
8. A 3 months' note for \$1200, dated August 15, 1906, and bearing 4% interest, was discounted at a bank at 5% on August 30. Find the discount and proceeds. [No days of grace.]
9. A house which cost \$4800 rents for \$24 a month. What is the net rate per year of interest received on the investment if the average annual expense for taxes and repairs is \$48?
10. (a) What is the value of a kilometer of silk at \$1.75 a meter? (b) In 53 acres how many square meters? (c) What is the weight in grams of 5 cubic meters of water? (d) The surface of a cubic meter contains how many square centimeters?

**MOUNT HERMON SCHOOL****ENGLISH GRAMMAR.**

1. Spelling.
  2. Define and illustrate: (1) adjective; (2) adverb; (3) participle; (4) infinitive; (5) object complement; (6) attribute complement.
  3. Analyze:
    - (1) The house on the hill was always the home of the oldest son of the family.
    - (2) A man who would be honest must work, for there is no middle ground between an honest man and a thief.
  4. Name and decline the personal pronouns.
  5. Give a synopsis of freeze in the third person, singular.
  6. Parse underlined words in 3.
  7. Write examples of: (1) nominative absolute; (2) subject of the infinitive; (3) noun clause; (4) adverbial clause.
  8. "It is a strange thing how little in general people know about the sky. It is the part of creation in which nature has done more for the sake of pleasing man, more for the sole and evident purpose of talking to him and teaching him, than in any other of her works, and it is just the part in which we least attend to her."
- Divide the above quotation into clauses, writing each clause in full, and giving the syntax of each subordinate clause.
9. Write a paragraph describing a familiar scene.
  10. Use proper forms in the following sentences, and give reasons.
    - (1) I don't like [this, these] sort of apples.
    - (2) I noticed a strange phenomena.
    - (3) I knew it was [they, them].

- (8) It must have been [they, them].
- (9) Unless we hurry we [shall, will] be late.
- (10) If I [was, were] you I [should, would] be ashamed.
- (11) I wish I [was, were] a man.
- (12) I found it [lying, laying] on the floor, so I let it [lie, lay] there.
- (13) He is one of those boys who [is, are] always behind time.

### A. HISTORY (United States).

**Answer fully and give dates whenever you can.**

1. Mention some important event connected with each of the following men: Vespucci; Magellan; De Soto; Coronado; Cartier; Hudson; Gosnold.
2. The causes and results of Bacon's Rebellion.
3. The Stamp Act.
4. Describe two of the following: The Ordinance of 1787; The Monroe Doctrine; The Missouri Compromise.
5. The important events in the life of any one of the following men: John Smith; John Adams; Alexander Hamilton.

### B. HISTORY (United States) AND CIVICS.

**Answer fully and give dates whenever you can.**

#### I. B HISTORY.

1. The admission of Texas into the Union.
2. The election of 1860.
3. The Emancipation Proclamation.

4. The issues between the Democratic and Republican parties in the campaign of 1896.
5. The chief events in the life of any one of the following men: Andrew Jackson; John Brown; Theodore Roosevelt.

## II. CIVICS.

1. The advantages and disadvantages of the Congressional Committee system.
2. The powers of the Speaker of the House of Representatives.
3. Mention five powers given exclusively to Congress and discuss one of these powers at length.
4. The jurisdiction of the judicial power of the United States.
5. What persons are citizens of the United States? Discuss briefly the constitutional guarantees of the rights of such citizens.

## ENGLISH BIBLE.

### FIRST FORM A.

1. (a) Write in full the names of any five Old Testament books. (b) Tell for each the leading actor or chief subject of the book and any other one fact you know connected with it.
2. Write the first and fifth commandments.
3. (a) Who were saved from the judgment of the flood and why? (b) Who tried to save Sodom and Gomorrah from destruction and how? (c) Who lost his life on Mount Gilboa?

5. What great event in the history of God's people happened at the Red Sea? At Mount Sinai? At Jericho?
6. Who built the tabernacle? Where? Who built the temple? Where? What was the difference between them? How were they both used?

#### FIRST FORM B.

1. What was the character of Saul? Of David? Of Solomon? What happened after Solomon's death and why?
2. Name three of the best kings and two of the greatest prophets of *Judah*.
3. How did the northern kingdom end? The southern? Why?
4. Name three men who had most to do with the return of the Jews from Babylon, and tell what each did.
5. Describe briefly any two important events in the life of Jesus and tell where each occurred.
6. Tell some one fact connected with Simon Peter; with Bartimæus; with Mary Magdalene; with Levi (Matthew); with the Pharisees.
7. Who was Stephen? Apollos? Barnabas?
8. Describe briefly (a) Paul's conversion; (b) the dispute regarding circumcision; (c) his arrest, imprisonment, release, death.
9. Write Paul's Epistles in the order in which they are found in the New Testament.

#### ELEMENTARY SCIENCE.

1. Define five properties of matter.
2. What is meant by specific gravity, weight, work, machine, element?

3. How could you prove that water contains oxygen?
4. How is sound transmitted? How is light transmitted?
5. Diagram a "suction" pump and explain its action.
6. (a) What is mucous membrane, and what is its work?  
 (b) What are proteids and where are they made?  
 (c) Name several glands of the body and give their uses.
7. What is oxidation in plant or animal and what are the results of this process?
8. What do you know about the ways in which frogs, fishes, butterflies and birds breath?
9. Define: cell, tissue, organ, secretion, assimilation, protoplasm, chlorophyll.
10. Give several facts about the structure of a plant, root, stem, leaf and flower.

## **A L G E B R A .**

### **A.**

1. Remove parentheses and collect like terms in the following expressions:—  
 (a)  $b - [2b + (9a - (4a - 2a - b) - 6b)]$ .  
 (b)  $2(x - 4)(x + 8) - 3(x + 2)(x - 1)$ .
2. Factor  $x^3 - x$ ,  $2x^2 - x - 6$ ,  $4x^4 + y^4$  (supply a middle term for perfect square, etc.),  $a^2 + b^2 - c^2 - 9 - 2ab + 6c$ ,  $4a^3b - 6a^2b^2 - 4a^4 + 6ab^3$ .
3. Solve for  $x$ :—  
 (a)  $14 + 3(7 - 2x) = 29$ .  
 (b)  $7(2x - 3) - 11(5x - 4) = 64$ .

5. Find the H. C. F. and L. C. M. of  $a^3 - x^3$ ,  $a^2 - x^2$ , and  $a - x$ .
6. Find the H. C. F. and L. C. M. of  $3x^2 - 3xy$ ,  $5x - 5xy^2$ ,  $2x^2 - 2y^2$ .
7. If  $a = 6$ ,  $b = 3$ ,  $c = 2$ ,  $x = 3$ ,  $y = 4$ , find the numerical values of the following:—
  - (a)  $x(a + 3c - y)$ .
  - (b)  $y^2 - (3a - b)y + c$ .
8. Find the H. C. F., by division, of  $2a^3 - 3a^2 - 8a - 3$ , and  $3a^4 - 7a^3 - 5a^2 - a - 6$ .
9. Factor  $x^4 - (x - 6)^2$ ;  $(x + y)^2 + 7(x + y) + 6$ ;  $x^4 - 18x^2y^2 + y^4$ ;  $a^3 - a^2b - a + b$ ;  $x^6 - y^6$ .
10. Divide  $x^5 + y^5 - xy^4 - x^4y$  by  $x^2 + y^2 - 2xy$ .



**One of the Cottages**





# Catalogue

of

# Mount Hermon School



Founded by D. L. Moody



1908-09





**Through the Pines**



**CATALOGUE**

**OF**

**Mount Hermon School**

**MOUNT HERMON**

**MASSACHUSETTS**

"Behold, how good and how pleasant it is  
For brethren to dwell together in unity!  
**It is . . .**  
**Like the dew of Hermon,**  
**That cometh down upon the mountains of Zion:**  
**For there the Lord commanded the blessing,**  
**Even life for evermore."**

*Psalm 133.*

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*MOUNT HERMON SCHOOL*

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**ITEMS OF INTEREST.**

First purchase of school property,	November, 1879
Mr. Camp's gift of \$25,000,	September 10, 1880
School opened for instruction,	May 4, 1881
School incorporated,	May 19, 1882
Mr. Moody died,	December, 1899
Founder's Day (Mr. Moody's birth-day),	February 5
Number of students, Fall term, 1908,	426
Average age of students in attendance January 1, 1909,	20 years, 2 months
Average age of seniors in attendance January 1, 1909,	22 years, 10 months
First class graduated,	June, 1887
Alumni Association organized,	June, 1888
Number of graduates to date, December, 1908,	473
Total number of students entered to date, December, 1908,	5,823
Land estate,	1,036 acres
School buildings and homes,	30
Laundry, shops, barns and outbuildings for farm use,	27

**C A L E N D A R 1908-1910.**

Term begins . . . . .	Friday, Aug. 28, 1908
Mountain Day . . . . .	October, 1908
Thanksgiving Day . . . . .	Thursday, Nov. 26, 1908
Term ends . . . . .	Thursday night, Dec. 17, 1908
Term begins . . . . .	Friday, Jan. 1, 1909
Founder's Day . . . . .	Friday, Feb. 5, 1909
Term ends . . . . .	Thursday night, April 22, 1909
Term begins . . . . .	Friday, April 30, 1909
Independence Day . . . . .	Sunday, July 4, 1909
Term ends . . . . .	Thursday night, Aug. 19, 1909
Term begins . . . . .	Friday, Aug. 27, 1909
Mountain Day . . . . .	October, 1909
Thanksgiving Day. . . . .	Thursday, Nov. 25, 1909
Term ends . . . . .	Thursday night, Dec. 16, 1909
Term begins . . . . .	Friday, Dec. 31, 1909
Founder's Day . . . . .	Saturday, Feb. 5, 1910
Term ends . . . . .	Thursday night, April 21, 1910
Term begins . . . . .	Friday, April 29, 1910

# 1908

SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER					
S	M	T	W	F	S	M	T	W	F	S	M	T	W	F	S	S	M	T	W	F
										1	2	3	4	5					1	2
6	7	8	9	10	11	12	4	5	6	7	8	9	10	11	12	13	14	15	16	17
13	14	15	16	17	18	19	11	12	13	14	15	16	17	18	19	20	21	22	23	24
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30				27	28

# 1909

JANUARY					FEBRUARY					MARCH					APRIL				
S	M	T	W	F	S	M	T	W	F	S	M	T	W	F	S	M	T	W	F
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26
24	25	26	27	28	29	30	28							28	29	30	31		25
31																			26

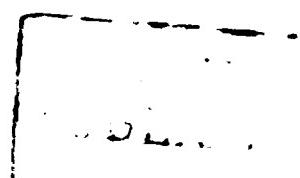
MAY					JUNE					JULY					AUGUST				
S	M	T	W	F	S	M	T	W	F	S	M	T	W	F	S	M	T	W	F
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30
30	31													31					29

SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER				
S	M	T	W	F	S	M	T	W	F	S	M	T	W	F	S	M	T	W	F
1	2	3	4							1	2	3	4	5	6				1
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30		26	27
							31										28	29	30

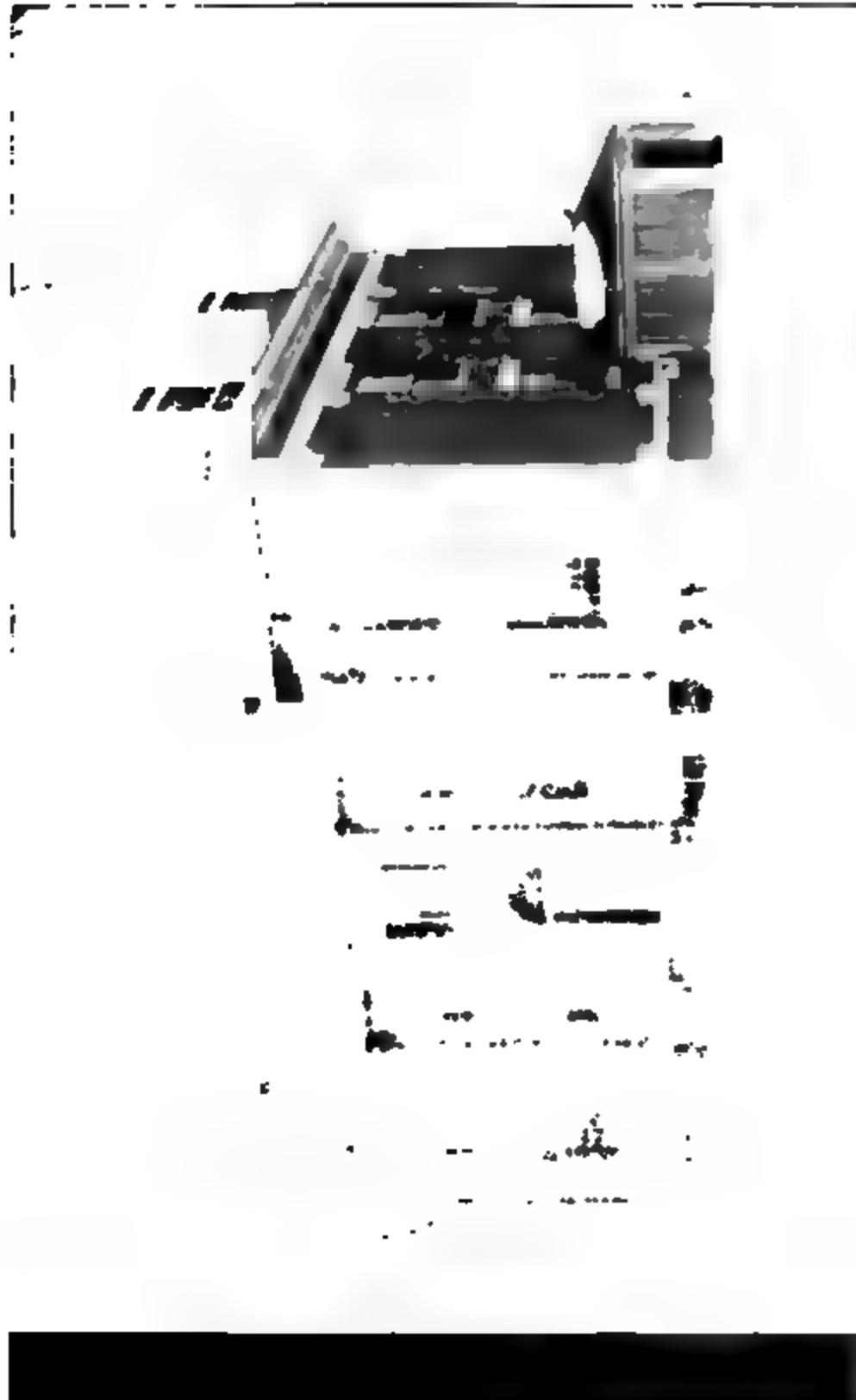
**DIRECTIONS.**

Come to Mount Hermon station, on the Connecticut & Passumpsic Division of the Boston & Maine Railroad, ten miles north of Greenfield, whence transportation to the school can be obtained.





1974-6-15



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**LABORATORY ASSISTANT.**

**VISITING BIBLE TEACHERS.**  
**MAY, 1908, TO APRIL, 1909.**

**REV. CHARLES W. HEISLER**, D. D., pastor First Lutheran Church, Albany. Ten studies on "THE GOSPEL IN HEBREWS."

**REV. CHARLES R. ERDMAN**, D. D., professor in Princeton Theological Seminary. Ten "CHARACTER SKETCHES FOR CHRISTIAN WORKERS."

**REV. E. F. HALLENBECK**, D. D., associate pastor Fifth Avenue Presbyterian Church, New York City. Ten "STUDIES IN THE VICTORIOUS LIFE."

**MR. DAVID McCONAUGHEY**, Forward Movement secretary of the Presbyterian Board of Foreign Missions. Ten studies in "THE MOST VITAL OF LIFE PROBLEMS; GIVEN SELF, TO FIND GOD."

**REV. JOHN TIMOTHY STONE**, pastor Brown Memorial Presbyterian Church, Baltimore. Ten studies on "PAUL THE APOSTLE TO THE CITY."

**REV. BOYD EDWARDS**, associate pastor South Congregational Church, Brooklyn. Ten studies on "FUNDAMENTAL VIRTUES OF MANHOOD AS ILLUSTRATED BY BIBLICAL BIOGRAPHY."

**REV. J. STUART HOLDEN**, rector of St. Paul's Church, Portman Square, W. London. Ten studies on "CHRIST IN THE OLD TESTAMENT."

**REV. HAROLD A. PATTISON**, pastor First Baptist Church, Hartford, Conn. Six studies on "THE APOSTLES OF OUR LORD."

# STUDENT REPRESENTATION

## 1908.

*Total number of different students enrolled during  
the calendar year.*

UNITED STATES.	OTHER COUNTRIES.
New York . . . . .	144
Massachusetts . . . . .	121
Connecticut . . . . .	74
Vermont . . . . .	51
Pennsylvania . . . . .	39
New Jersey . . . . .	37
New Hampshire . . . . .	33
Maine . . . . .	24
Ohio . . . . .	15
Delaware . . . . .	8
Minnesota . . . . .	7
Virginia . . . . .	7
Michigan . . . . .	6
California . . . . .	4
Illinois . . . . .	4
Mississippi . . . . .	4
South Dakota . . . . .	4
Wisconsin . . . . .	4
Colorado . . . . .	3
North Carolina . . . . .	3
Tennessee . . . . .	3
Wyoming . . . . .	3
Alabama . . . . .	2
Georgia . . . . .	2
Nebraska . . . . .	2
Rhode Island . . . . .	2
Washington . . . . .	2
Arkansas . . . . .	1
Florida . . . . .	1
Indiana . . . . .	1
Iowa . . . . .	1
Kansas . . . . .	1
Kentucky . . . . .	1
Louisiana . . . . .	1
Maryland . . . . .	1
Missouri . . . . .	1
Oregon . . . . .	1
South Carolina . . . . .	1
Texas . . . . .	1
	Total . . . . .
	755

United States.	Other Countries.	Total . . . . .
New York . . . . .	144	17
Massachusetts . . . . .	121	12
Connecticut . . . . .	74	11
Vermont . . . . .	51	10
Pennsylvania . . . . .	39	8
New Jersey . . . . .	37	8
New Hampshire . . . . .	33	6
Maine . . . . .	24	6
Ohio . . . . .	15	4
Delaware . . . . .	8	4
Minnesota . . . . .	7	4
Virginia . . . . .	7	3
Michigan . . . . .	6	3
California . . . . .	4	3
Illinois . . . . .	4	3
Mississippi . . . . .	4	3
South Dakota . . . . .	4	2
Wisconsin . . . . .	4	2
Colorado . . . . .	3	2
North Carolina . . . . .	3	2
Tennessee . . . . .	3	2
Wyoming . . . . .	3	2
Alabama . . . . .	2	2
Georgia . . . . .	2	2
Nebraska . . . . .	2	2
Rhode Island . . . . .	2	2
Washington . . . . .	2	1
Arkansas . . . . .	1	1
Florida . . . . .	1	1
Indiana . . . . .	1	1
Iowa . . . . .	1	1
Kansas . . . . .	1	1
Kentucky . . . . .	1	1
Louisiana . . . . .	1	1
Maryland . . . . .	1	1
Missouri . . . . .	1	133
Oregon . . . . .	1	622
South Carolina . . . . .	1	—
Texas . . . . .	1	755



# The Mount Hermon Boys' School

## I. History and Description.

### ORIGIN.

THE Mount Hermon Boys' School was established by Dwight Lyman Moody. Funds were con-

Trustees, gave twenty-five thousand dollars, and several thousands were received from Great Britain.

Two good farms lying side by side were purchased, some necessary changes made in the buildings, and on May 4, 1881, the school was opened. Additional tracts of land have been purchased since, so that the school now owns about one thousand acres.

The school was incorporated in 1882, under the laws of Massachusetts.

#### LOCATION.

The school is situated on the west side of the Connecticut River, opposite Northfield, on high, sloping ground, commanding an extensive view of river, valley, and mountain. The site was selected with reference to the best sanitary conditions, good drainage, pure air, excellent water; to remoteness from crowded neighborhoods, and to freedom from adverse influences often found in towns or cities. The buildings are about a mile from the Mount Hermon station on the Connecticut & Passumpsic Division of the Boston & Maine Railroad, ten miles north of Greenfield. The address for matter by mail, express or freight, is Mount Hermon, Mass.; for telegrams, via East Northfield, Mass.

#### PURPOSE.

The school is for young men of sound bodies, good minds, and high aims. It is designed for those who

for those who desire to know more of the Bible. Vicious or idle boys are not wanted; neither are those who have failed to make good progress in other schools, nor those who are drifting. The requirements of school life are also such as to debar those who have delicate physical constitutions.

Its aim is to furnish a thorough Christian training to young men of earnest purpose but small means. In Mr. Moody's own words: "To help young men of very limited means to get an education such as would have done me good when I was their age. I want to help them into lives that will count the most for the cause of Christ."

It further aims to care for the physical welfare of its students, to train them to industrial habits, and to give them some practical knowledge of work by requiring of each one a certain amount of manual labor daily.

### E Q U I P M E N T .

The equipment of the school for its work is as follows:—

### R E C I T A T I O N H A L L .

This is one of the first buildings erected upon the campus. It is a brick building eighty by fifty feet, three stories high above the basement, and contains recitation rooms, and the library and reading room. In this building is also the room in which the Student Volunteer Movement was first organized in the summer of 1886.

**THE SILLIMAN LABORATORY.**

The Silliman Laboratory, one hundred and two by fifty-two feet, was the gift of Hon. H. B. Silliman, LL. D., a member of the Board of Trustees. It contains laboratories for physics, chemistry, biology, and agriculture, recitation rooms, and a lecture hall seating two hundred and thirty-four. The museum, a large mechanical drawing room, scientific reference library and reading room, and the office of the vice principal, are also in this building. In the basement are the workshop, storeroom, electrical testing room and an electric light plant.

**HOLBROOK HALL.**

Holbrook Hall, the Administration building erected in memory of Mr. George E. Holbrook of Keene, N. H., is the gift of Mrs. George E. Holbrook and her two sons, William and Edward, both graduates of the school. The building is of brick, with gray stone trimmings, and contains the offices of the Principal, Secretary, Cashier and Buyer.

On the second floor is the Trustee and Faculty room, the office of the Alumni Association Secretary, and several other offices.

In this building also is the Government post office of the school.

**THE CHAPEL.**

was erected in 1898. It is beautifully situated on an elevation near the center of the campus overlooking the Connecticut Valley. The building is constructed of gray granite and has a seating capacity of one thousand.

### DWIGHT'S HOME.

Dwight's Home, the school hospital, was so named by Mr. D. L. Moody in memory of his grandson, little Dwight, who died November 30, 1898. The Home contains sixteen rooms, of which seven have thus far been fitted up as wards by friends of the school.

The "Eleanor Ward" was furnished by Mr. and Mrs. James McConaughy in memory of their little daughter.

The "Huston Ward" of two rooms is in memory of Dr. Charles Huston and was furnished by his daughter, Miss A. L. Huston, of Germantown, Pa.

The "Weston Ward," with accommodations for three patients, was the gift of Dr. Henry Weston of Chester, Pa.

The "Irene" and "Dwight Wards," two adjoining rooms, are in memory of Irene and Dwight L. Moody, who were born at the Home before it became school property.

The "Gwendoline Ward" is the gift of Rev. G. Campbell Morgan in memory of his little daughter.

The "Sun Room," with full southern exposure, and opening onto a wide veranda, was fitted up by Mrs. D. L. Moody as a convalescent room.



The Reception Hall has also been furnished by Mr. and Mrs. Thomas G. Mathewson of East Greenwich, R. I., in memory of their son, George, who died at the Home.

#### THE DORMITORIES.

The largest of the dormitories is Crossley Hall, erected in 1885 and named in memory of the son of F. W. Crossley of England, a liberal supporter of the school in its early days. This is a four-story brick

Overtoun Hall, so named in honor of Lord Overtoun of Scotland, who gave generously toward the building, was erected in 1898. It accommodates about one hundred and twenty students.

These large halls are in charge of men teachers, who are assisted by student officers on each floor.

There are, in addition to these halls, three cottages, accommodating twelve students each. Lady members of the faculty live in these cottages. A few students occupy rooms in the farmhouses, or in the homes of teachers, or in some of the other buildings connected with the work of the school.

### **T H E D I N I N G H A L L .**

A new Dining Hall has just been erected and was dedicated Founder's Day, 1909. This building is colonial in style and of Harvard brick throughout with granite trimmings. It has a seating capacity of over eight hundred. The arrangements for heating and ventilating are of the latest and most approved systems and the building is lighted by gas with fittings for electricity later.

The kitchen is furnished with every facility for good service. The floor is of concrete and the entire equipment is new and of the best throughout.

### **T H E L A U N D R Y .**

The steam laundry is well equipped, with facilities for washing both plain and starched goods. The work is done by the students under the supervision of the one in charge of the laundry.

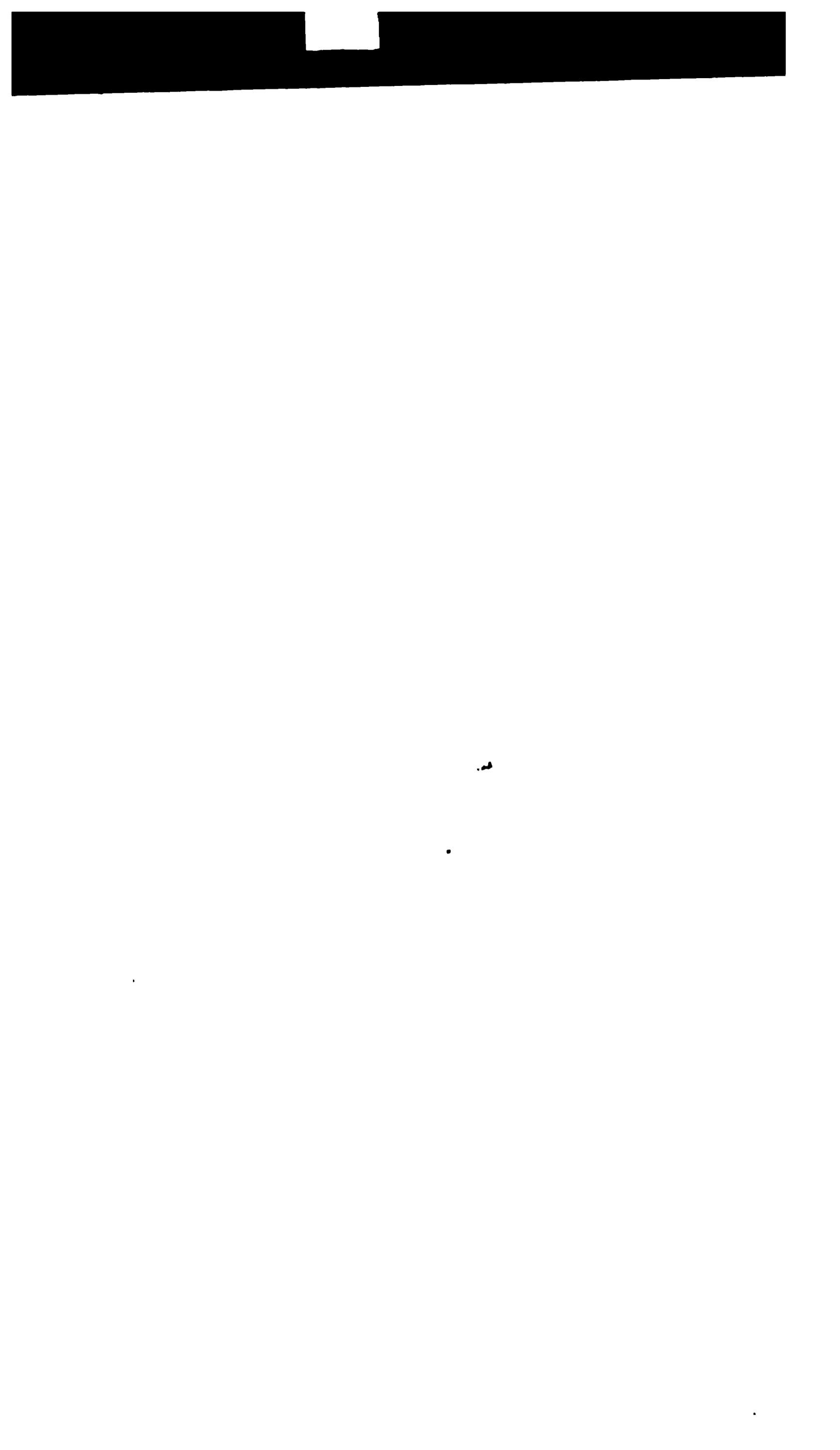
**THE FARM.**

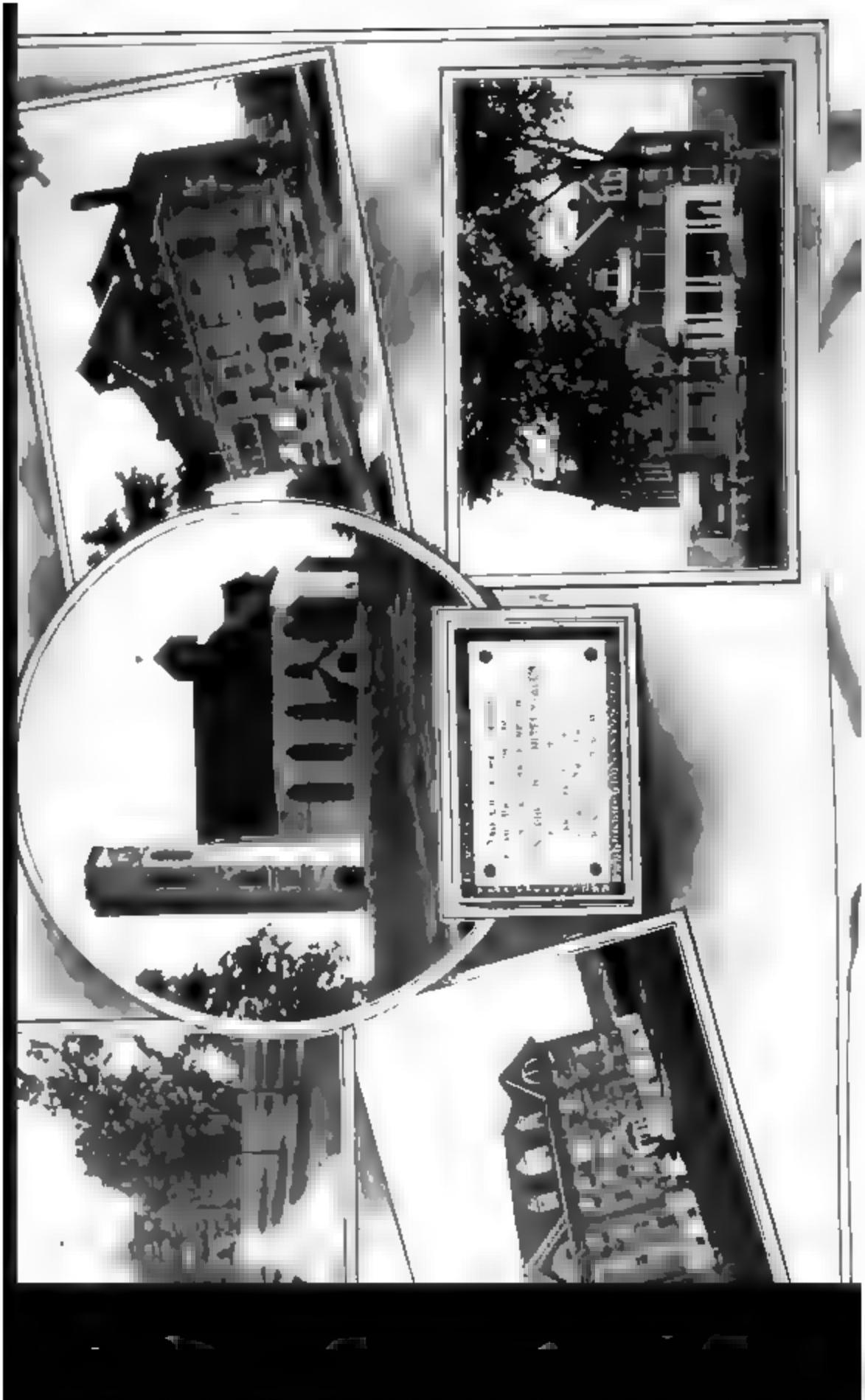
The farm property consists of rich arable land, upland meadow and pasture, forests, and a large campus. The arable land is devoted to the production of the most economical grain, vegetable, seed and forage crops of this region. The forests are being improved by cutting the ripe timber and by planting new trees. The large gardens and orchards, besides furnishing the school with fruit and vegetables, afford excellent opportunities for the study of the different branches of horticulture.

The farm is well stocked with cattle, horses, swine and poultry. The herd of cattle, comprising about one hundred animals, consists of pure bred and grade Holsteins and pure bred Ayrshires. In the other live-stock departments most of the animals are pure bred and of the type best suited to the conditions existing in this vicinity. The live stock is sheltered in large barns with sanitary stables, silos, creamery, granaries, and necessary out-buildings.

Though not by any means complete, the equipment for the classroom work is very good and includes a live-stock judging room, a dairy laboratory, and a laboratory for the study of problems connected with the soil and fertilizers, farm mechanics, seed testing,

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## II. General Information.

### ADMISSION.

**A**PPLICANTS must be at least sixteen years of age, must have good health, mental ability, and moral character.

Candidates possessing the required character and ability are received without regard to their attainments in scholarship.

Students are received only on probation.

Application for admission should be made on the blank forms furnished by the school.

Students wishing to take up work above Second Form A are required to give evidence, either by examination or certificate, of satisfactory work done in Arithmetic, Algebra through Factoring, Grammar (and Composition), United States History and Civics, Elementary Science, Singing, and English Bible. Examination will be required in Penmanship and Spelling.

Entrance examinations are held on the opening days of the term. Sample examination papers are printed at the end of the catalogue and applicants not presenting certificates are urged to prepare themselves as thoroughly as possible for these ex-

aminations. Students failing to pass the entrance examinations may take up the work in class. (See Courses of Instruction, page 49.)

Candidates for admission to higher classes must give evidence either by examination or certificate of their preparation for such classes. Arrangements for entering these higher classes may be made with the heads of the various departments.

Certificates of work done in other schools may be presented for all subjects except Penmanship and Spelling. Blank forms for such certificates will be furnished on application. The certificates must be signed by the teacher, principal, or superintendent under whom the work was done.

These certificates may be accepted conditionally and the student placed in his course where his certificate seems to warrant. The work of his first term shall determine whether final credit shall be given for the certificate. In case of unsatisfactory class work the certificate may be disregarded and the student transferred to other classes at the discretion of the heads of the departments.

#### P R O M O T I O N .

Examinations are held at the end of each term. The results of these examinations, together with the student's average daily rank, determine his standing and promotion.

ditioned; F, failed. A grade of L or higher in every study is required for promotion. Those who receive for the full term's work the grade of E may be excused from the final term examination.

Grading in conduct and work is indicated by four letters: A, satisfactory. B, unsatisfactory; C, retained on probation; D, dismissed.

Reports will be sent to parents when requested or when the rank of the student is unsatisfactory.

#### DIPLOMAS.

A student who completes an approved course will receive a diploma. One who does not complete a course may receive a statement setting forth the amount of work done by him.

#### ADMISSION TO COLLEGE.

The Principal's certificate admits without examination to colleges and universities accepting secondary school certificates.

#### EXPENSES.

including starched linen), trained nurse fee, and athletic fee.

These charges are so low that deductions cannot be made for absence, nor money refunded to students who leave before the end of a term.

For private music lessons, vocal or instrumental, once a week, including use of piano or organ for one hour's practice each day, the charge is fifteen dollars a term.

Payments should be made by express order, drafts on New York or Boston, or personal checks on banks in New England or New York City, payable to The Mount Hermon Boys' School.

The following is a statement of the necessary expenses per term:—

Board and Tuition . . . . .	\$50 00
Laundry (starched goods excepted) . . . . .	3 00
Nurse fee . . . . .	1 50
Athletic fee . . . . .	50
<hr/>	
Total . . . . .	\$55 00

Besides this amount the student will also need about five dollars for books, stationery, etc., over and above his expenses for traveling and for clothes. Students often have opportunities for extra work by which many earn enough to pay for books and clothing, and other necessities. Those who desire to help themselves by

is to be paid in work during the same vacation if work can be secured.

## S C H O L A R S H I P S .

James McGranahan Scholarship, established by James McGranahan, December 16, 1885.

Reginald Talcott Scholarship, established by James Talcott, May 1, 1886.

Henry M. Moore Scholarship, established by Henry M. Moore, August 27, 1886.

Stokes Scholarship, established by Miss Olivia E. P. Stokes and Miss Caroline Stokes, June 17, 1891.

Miller Scholarships (two), established by Miss Helen M. Gould, August 16, 1895.

J. N. Harris Scholarship, established by the will of J. N. Harris, February, 1898.

Thomas E. Peck Scholarship, established by Thomas M. Peck, August 3, 1900.

Cornelia A. Kenney Scholarship, established by Asa W. Kenney, July 2, 1908.

## R E C O R D   O F   C H R I S T I A N   W O R K S C H O L A R S H I P .

The Record of Christian Work, W. R. Moody, Editor, will give a Scholarship of fifty dollars (\$50). one term's tuition, for one hundred and twenty-five (125) full paid subscriptions, new or renewals.

For full particulars address the Principal, Mount Hermon Boys' School, or Record of Christian Work, East Northfield, Mass.

*MOUNT HERMON SCHOOL***FORM OF SCHOLARSHIP.**

*To the Trustees of Mount Hermon Boys' School:*

I hereby give the sum of \_\_\_\_\_ dollars to be held by you in trust, the proceeds to be applied to the education of one or more worthy students, according to the rules of the school.

**FORM OF BEQUEST.**

I give and bequeath to the Trustees of Mount Hermon Boys' School, located in the town of Gill, State of Massachusetts, the sum of \_\_\_\_\_ dollars, to be safely invested by them and called the \_\_\_\_\_ Fund, and the interest thereof to be applied to the uses of the school (or specify).

**PRIZES.**

The Cambridge prize (established by students of the University of Cambridge, England) is awarded annually to some member of the graduating class for general excellence.

The Henry H. Proctor Class Day prize is awarded in April to some member of the graduating class for greatest excellence in preparation and delivery of his class day exercise.

The Joseph Allen prizes of twenty and ten dollars,

The Alumni prizes, amounting to thirty dollars given by the Alumni Association), are awarded annually for excellence in debate.

The Benjamin P. Dwight prizes in science are awarded annually for excellent work in the departments of Physics and Chemistry.

The Yale prize of ten dollars, established by the Yale Hennion Club, is awarded annually to the student ranking highest in the preliminary examinations for Yale or Sheffield Scientific School.

The Royal S. Goldsbury prizes, amounting to thirty-five dollars, are awarded in the summer term for excellence in debating.

**Greek prize.** The Greek prize, established in 1908 by the Greek students of the school, including those previously in attendance, will be awarded annually to that member of the graduating class, not a Greek, who shall be a college candidate, and who shall have made the most satisfactory record in his Greek work.

Other prizes are also offered from time to time for excellence in work in the different departments.

## **HONORS.**

The Scholarship Honor Group was established in the winter of 1906. Eligibility for the Group is based on the final records of each term under the following conditions:—

1. A full schedule of at least three dailies and the regular weeklies.
2. At least three E's, in the final grades, two of which shall be on daily subjects.

3. Not more than one grade below G and no grade below M.

At the opening of each term the names are posted of all students who have made the Scholarship Honor Group on the work of the term just closed; also the names of all students enrolled for the term who have made the Group on their latest term records.

The Honor List is based on the marks for conduct and work. All students who have received grade A in conduct and work for three consecutive half terms are enrolled on the Honor List and the names are posted at the opening and at the middle of each term. Enrollment on the Honor List entitles the student to the privilege of leaving the grounds without permission, provided he does not remain away over night, nor allow the absence to conflict with school duties. Misuse of this privilege may cause its withdrawal at any time. A student having this privilege who drops to grade B for any half term may be reinstated if he receives grade A for the next half term.

#### OUTFIT.

In addition to ordinary clothing, each student needs working clothes, towels, bed linen, and also a washable laundry bag. Pillow cases should be twenty inches by thirty-four, and sheets six feet six inches by four feet six inches. A raincoat and rubber boots are very desirable. All clothing must be plainly and permanently marked with the owner's name.

Dictionary, Concordance, Bible Dictionary, Modern and Ancient Atlas.

Text books and stationery and other common and necessary articles may be purchased at the store near the school.

### **R E G U L A T I O N S .**

The regulations are such as are believed to be for the best interests of all members of the school.

Printed copies will be sent to all candidates accepted for admission to the school.

**ARRANGEMENT OF TERMS.**

The continuous session is a distinctive feature of the school. The full year of fifty-two weeks is divided into three terms of sixteen weeks each, with short vacations intervening. There are beginning classes each term in nearly all subjects, so that a student may enter with equal advantage at the opening of any term. A student is not expected to remain more than three terms in succession without the consent of a physician.

The term beginning the first of May and continuing till about August twentieth offers special advantages. It is not a so-called summer school, but one of the regular school terms offering all the regular studies of any other term. There is also additional opportunity for daily work in Bible under well-known Bible teachers. During the first seven weeks of the term special reviews for college entrance examinations are given in all departments. College entrance examinations are held at the school.

For the terms beginning in September and in January there are more applicants than can be received. The prospect for admission is much better if application be made for the term opening in May, and new applicants are advised to apply for admission in May whenever it can be arranged to do so.

Few places offer better facilities for summer study than Mount Hermon. The Northfield Conferences are also within reach and some of the conference speakers give addresses frequently at



**Memorial Chapel**

### **III. General Advantages.**

#### **RELIGIOUS PRIVILEGES.**

THE school is distinctively Christian in character. The Mount Hermon Church, formed in accordance with Mr. Moody's wishes, just before his death, notes the spiritual life of the school and affords a hall for its religious activities. It is evangelical and Scriptural in its articles of faith and unsectarian in spirit. Students who are already church mem-

bers are invited to bring their church letters and share in the church life while here, and others who wish to unite on confession of faith are earnestly invited to do so. The more mature students serve with the teachers and other resident members on its committees and as its officers in the work of the church. Ministers and speakers of different evangelical denominations are invited to take charge of the service of worship. The pastor of the Trinitarian Church at Northfield acts as pastor of the church and preaches once each month.

The Sunday school meets weekly at the close of the morning service. The International lessons are studied.

Besides the regular Sunday services, daily devotional exercises are held and the attendance of all students is required.

The church prayer meeting is held on Wednesday evenings, and is open to all the school.

From its organization the church has taken a deep interest in the work of missions. One Sabbath service and one prayer meeting each month have missionary themes. Systematic giving by the envelope plan, after providing for the necessary home expenditures of the church, furnishes several hundred dollars a year to be devoted to different missionary objects. Mount Hermon has more than thirty representatives in different foreign lands and their work is kept before the school through monthly reports.

averages at least three fourths of all the students. The Sunday night service is in its charge, as well as weekly meetings in Crossley and Overtoun Halls. Receptions for new students are given at the beginning of each term. It also cares for the social rooms in Crossley and Overtoun, and supplies periodicals. In addition to the work offered by the church Sunday school, the Association provides a number of Bible classes held on the Sabbath, pursuing courses specially adapted to develop beginners, deepen Christian experience and train for Christian work.

Its White Cross Committee, by occasional addresses and by the circulation of literature, aims to deepen an intelligent interest in personal and social purity.

Under the direction of its Committee on District Work, gospel services and Sunday schools are held in the surrounding region, and coöperation is also rendered in the work of neighboring churches. Opportunity, subject to the supervision of the Faculty, is thus given to many to engage in active Christian work.

## LITERARY PRIVILEGES.

Literary societies are maintained by the students. These societies meet regularly each week and afford excellent opportunities for training in public speaking and debating.

The Good Government Club, the oldest literary society, was organized in December, 1894, its purpose "To create a desire among young men to participate in politics and to further the election of men of

Christian principles." The membership is limited to thirty.

The Philomathean Literary Society was organized in 1897 with membership limited to twenty-five.

The Pierian Literary Society, with membership limited to thirty, was organized in December of 1899.

Intersociety debates are held annually in competition for the "Alumni Cup Prize," established by the Alumni Association. There are also the Alumni Prize Debate and the Royal S. Goldsbury Prize Debate, both open to all members of the school.

During each term a course of four or five lectures or concerts is offered to the students at the cost of fifty cents for a season ticket.

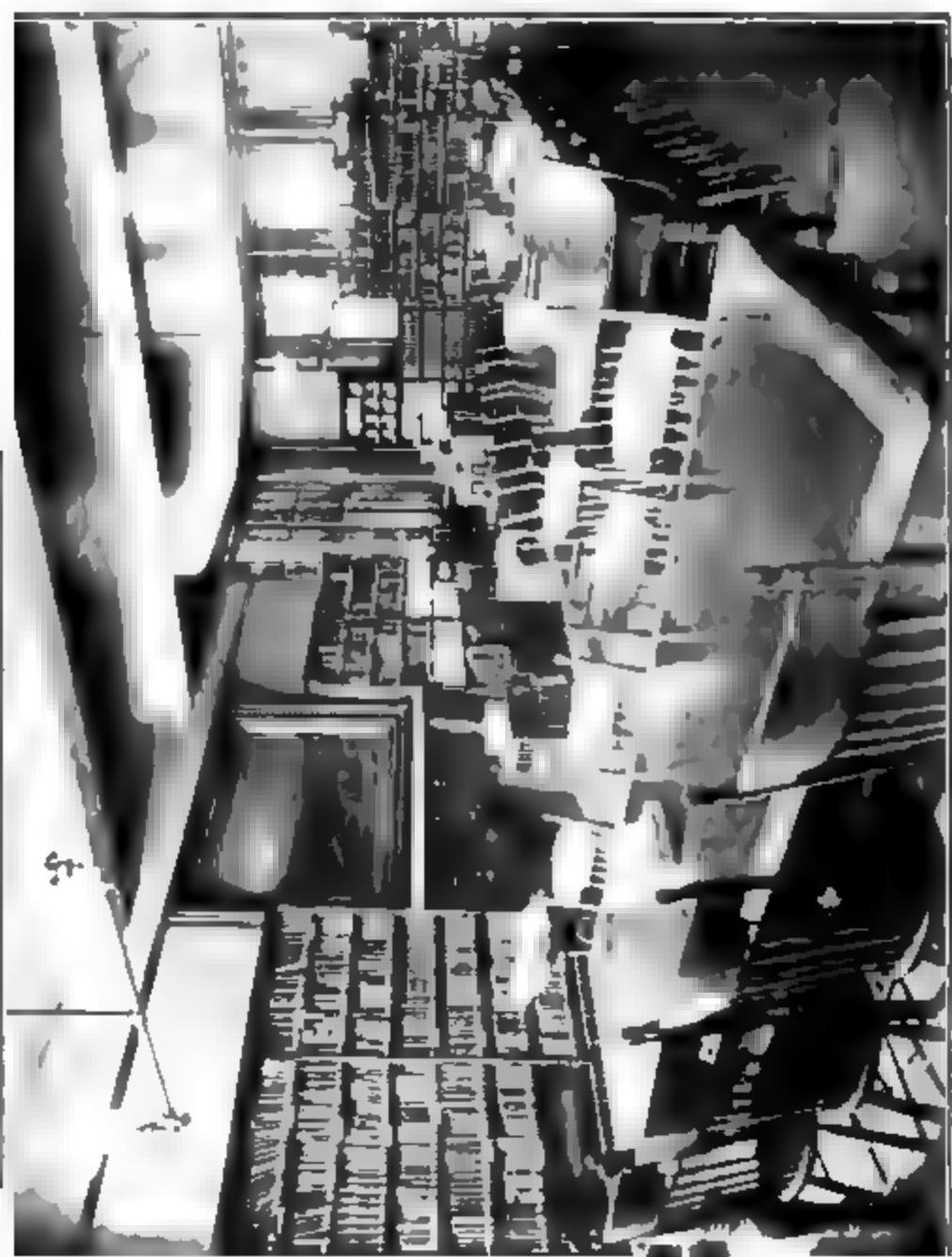
### **THE LIBRARIES.**

The main library is in Recitation Hall, and is open morning, afternoon and evening of school days and during the afternoon on Mondays.

Books of fiction, biography and travel may be borrowed at any time for a period of two weeks with privilege of renewal, and temporary loans of works of reference are also granted. The main use of the library, however, is as a reference and reading room, and all possible encouragement is given to collateral work in connection with the various courses of study.

There is also a scientific reference library in Silliman Laboratory. The total number of volumes in





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Aside from the running expenses both libraries are supported entirely by donations. The libraries should be much larger to meet the needs of the school.

## A T H L E T I C S.

A large athletic field has been laid out for football and baseball and is provided with an oval track of three and one half laps to the mile. The Field Day of the Athletic Association is held semi-annually, and some good records have been made. Tennis courts are provided at different places on the campus, and the tournaments of the fall and summer terms develop some strong players. Baseball, football and hockey are enthusiastically followed in their season, and while interscholastic games are not allowed there is much interest in the interdormitory contests for prize cups. The right to wear an "H," which means excellence in football, baseball, hockey, tennis, or track sports, is most earnestly sought by the students.

In the summer suitable equipment is provided for swimming, which is under careful supervision, and in the winter there are skating and coasting. The association owns several large, well-built double-runners. The payment by each student of a nominal fee of fifty cents, which is included in his term bill, yields a sum sufficiently large to provide and repair a good athletic equipment, and gives to each student a share and interest in one of the most pleasant features of school life.

A large and well-equipped gymnasium is to be erected during the coming year.

*MOUNT HERMON SCHOOL***INDUSTRIAL DEPARTMENT.**

Every student is required to work thirteen and one half hours each week at manual labor. Those who have learned a trade before entering the school are usually given work in that line, since there are shops in which the school work in carpentering, plumbing, blacksmithing, painting, etc., is carried on.

But the aim of the industrial arrangements is not so much to secure pecuniary benefit as to provide for physical culture, teach how to do various kinds of work, form habits of industry, and to inculcate right views of manual labor.



## The New Dining Rail



## **IV. Courses of Instruction.**

Fall and winter terms: Morning recitations begin each day, Monday excepted, at 7.35 and close at 11.45. The afternoon recitations begin at 2 o'clock and close at 4.30. Recitation periods occupy fifty minutes. Daily chapel exercises are held on school days, and there is an evening study hour beginning at 7 o'clock.

During the spring term (May to August) the schedule is so arranged that most of the recitations come in the morning.

### **COURSES OF STUDY.**

The first three terms of all courses cover the work required for admission to the ordinary High School course, and students not sufficiently advanced to pass examinations upon this work should take these subjects in class.

Beginning with Second Form B some freedom is allowed the student in his choice of subjects. Each student is expected to submit to the Committee on Courses an outline of his full course for approval. This course should be submitted not later than the beginning of third form. Students wishing graduation from the school must include in their course the "Requirements for Graduation." (See next page.)

For the convenience of students wishing a classical preparation for college, or preparation for technical

schools, model classical and scientific courses have been outlined and are printed herewith (pages 52-55).

The model *Classical Course* is intended as a guide to students wishing preparation for admission to academic courses in any college.

The model *Scientific Course* is intended as a guide to students wishing preparation for those technical schools which require for admission, instead of the usual amount of Latin and Greek, extended instruction in modern languages, science and mathematics. It also offers a good practical education to those who plan to go to no higher institution.

These courses may be modified, with the approval of the Committee on Courses, to meet the needs of the individual student.

#### **REQUIREMENTS FOR GRADUATION.**

*The numeral following a subject ( ) indicates the number of hours per week.*

All the work of First Form A and B, and Second Form A. (See page 52.)

Bible (2) One term taken in class for each term spent at the school. Minimum requirement—First, Second and Third Form courses and any two other terms. (Elective courses (4) or (5) are equivalent to two other terms (2)).

English (3) Eight terms.

Music (2) Two terms.

Elocution (2) Two terms.

Drawing (1) Two terms.

Algebra (5) Three terms.

Geography (5)

terms. (Not less than four terms of a modern language accepted for graduation.)

**Greek (5)** Four terms, or **Physics (5)** Three terms.

A sufficient number of other term dailies to make three dailies for each term, that is, 27 term dailies above Second Form A.

## S U B J E C T S   O F F E R E D .

*I, II, III, IV, V, VI indicate the Form or year of the course.*

*A, B, C, D, E indicate first, second, etc., term.*

*The numeral following a subject ( ) indicates the number of hours per week.*

**Bible (2)** Six Forms, also Elective Courses (4) or (5).

**English (3)** Eight terms (III-VI Forms inclusive).

**Music (2)** Two terms (II Form).

**Elocution (2)** Two terms (IV Form).

**Drawing (1)** Three Courses of one term each.

**Penmanship (1)** and **Spelling (1)**.

MATHEMATICS (5) {  
 Arithmetic, A, B.  
 Algebra, A, B, C, D, E.  
 Geometry, Plane, A, B, C.  
 " Solid, 1 term.  
 Trigonometry, 1 term.

LANGUAGE (5) {  
 Reading, 1 term.  
 English Grammar, A, B, C.

Latin { Beginning Latin A,  
 B, C.  
 Cæsar, A, B.  
 Cicero, A, B.  
 Virgil, A, B.

Greek { Beginning Greek, A,  
 B, C.  
 Xenophon, A, B.  
 Homer, A, B.

Modern { French, A, B, C, D.  
 German, A, B, C, D.

SCIENCE (5) {  
 Elementary Lessons, 1 term.  
 Physiology, 1 term.  
 Zoölogy, 1 term.  
 Botany, A, B.  
 Physics, A, B, C, D.  
 Chemistry, A, B.

AGRICULTURE {  
 Agriculture (5), A, B, C.  
 Horticulture (5), A, B.  
 Landscape Gardening and Forestry (3), 1 term.  
 Animal Husbandry, A (5), B (5), C (3).  
 Dairying (5), 1 term.  
 Rural Economics (2), 1 term.

HISTORY (5) {  
 U. S. History and Civics, A, B.  
 Advanced U. S. History, A, B.  
 Greek History, 1 term.  
 Roman History, 1 term.  
 English History, A, B.

LITERATURE (5) {  
 English Literature, A, B.  
 American Literature, 1 term.

## ELECTIVE COURSE OF STUDY.

(Model Classical Course.)

The number following a subject ( ) indicates the number of hours per week.

### FIRST FORM.

A	B
All. REQUIRED Bible I A (2) Penmanship (1) Grammar A (5) Arithmetic A (6) U. S. History A (5)	All. REQUIRED Bible I R (#) Penmanship (1) Grammar B (6) Arithmetic H (6) U. S. History R and Civics (6)

### SECOND FORM.

A	B
All. REQUIRED Bible II A (2) Music II A (2) Grammar C (6) Elementary Lessons in Science (5) Algebra A (5)	REQUIRED Bible II R (2) Music II R (2) Algebra B (6)  SELECTIVE (10 hrs., reg.) Language (5) Anc. Latin A Mod. Science (6) History (5) Greek

### THIRD FORM.

A	B
REQUIRED Bible III A (2) English III A (5) Algebra C (6)	REQUIRED Bible III R (2) English III B (3) Geometry A (6)  SELECTIVE (10 hrs., reg.) Language (5) Anc. Latin C Mod. Mathematics (6) Science (6) History (6) Latin Greek Roman

## MODEL CLASSICAL COURSE

53

### FOURTH FORM.

**B**

<b>REQUIRED</b>	Bible (2) <i>IV A</i> English IV A (3) Elocution IV A (2) Geometry B (5)
	<i>Caesar A</i> <i>Greek B</i> Mod. Mathematics (5) Science (5) History (5) Literature (5)
<b>ELECTIVE</b>  (10 hrs. reqd.)	<i>Language (5) Anc.</i> { <i>Greek C</i> Mod. <i>Mathematics (5)</i> ..... <i>Science (5)</i> ..... <i>History (5)</i> ..... <i>Literature (5)</i> ....
	<i>Caesar B</i> <i>Greek C</i> Mod. <i>Mathematics (5)</i> ..... <i>Science (5)</i> ..... <i>History (5)</i> ..... <i>Literature (5)</i> ....

### FIFTH FORM.

**B**

<b>REQUIRED</b>	Bible (2) <i>V A</i> English V A (3) Drawing (1) <i>Cicero A</i> <i>Xenophon A</i> Mod. Mathematics (5) Science (5) <i>Physics A</i> (or <i>French</i> or <i>German</i> ) History (5) Literature (5)
	<i>Language (5) Anc.</i> { <i>Xenophon B</i> Mod. <i>Mathematics (5)</i> ..... <i>Science (5)</i> <i>Physics B</i> (or <i>French</i> or <i>German</i> ) <i>History (5)</i> ..... <i>Literature (5)</i> ....
<b>ELECTIVE</b>  (12 hrs. reqd.)	<i>Language (5) Anc.</i> { <i>Xenophon B</i> Mod. <i>Mathematics (5)</i> ..... <i>Science (5)</i> <i>Physics B</i> (or <i>French</i> or <i>German</i> ) <i>History (5)</i> ..... <i>Literature (5)</i> ....
	<i>Language (5) Anc.</i> { <i>Xenophon B</i> Mod. <i>Mathematics (5)</i> ..... <i>Science (5)</i> <i>Physics B</i> (or <i>French</i> or <i>German</i> ) <i>History (5)</i> ..... <i>Literature (5)</i> ....

### SIXTH FORM.

**B**

<b>REQUIRED</b>	Bible (2) <i>VI A</i> English VI A (3) <i>Virgil A</i> <i>Homer A</i> Mod. Mathematics (5) Science (5) <i>Physics C</i> (or <i>French</i> or <i>German</i> ) History (5) Literature (5)
	<i>Language (5) Anc.</i> { <i>Homer B</i> Mod. <i>Mathematics (5)</i> ..... <i>Science (5)</i> ..... <i>History (5)</i> ..... <i>Literature (5)</i> ....
<b>ELECTIVE</b>  (15 hrs. reqd.)	<i>Language (5) Anc.</i> { <i>Homer B</i> Mod. <i>Mathematics (5)</i> ..... <i>Science (5)</i> ..... <i>History (5)</i> ..... <i>Literature (5)</i> ....
	<i>Language (5) Anc.</i> { <i>Homer B</i> Mod. <i>Mathematics (5)</i> ..... <i>Science (5)</i> ..... <i>History (5)</i> ..... <i>Literature (5)</i> ....

# ELECTIVE COURSE OF STUDY.

(MODEL SCIENTIFIC COURSE.)

*The numeral following a subject ( ) indicates the number of hours per week.*

## FIRST FORM.

### A

IRFD	Bible I A (2)	All. REQUIRED	Bible I B (2)
	Pennmanship (1)		Pennmanship (1)
	Grammar A (5)		Grammar B (5)
	Arithmetic A (5)		Arithmetic B (5)
	U. S. History A (5)		U. S. History B and Civics (5)

## SECOND FORM.

### A

IRFD	Bible II A (2)	ELECTIVE 10 hrs. reqd.)	Bible II B (2)
	Music II A (2)		Music II B (2)
	Grammar C (5)		Algebra B (5)
	Elementary Lessons in Science (5)		Language (5) Anc. Latin A Mod. Science (5) Physiology

### B

IRFD	REQUIRED	Bible II B (2)
	ELECTIVE 10 hrs. reqd.)	Music II B (2)
		Algebra B (5)
		Language (5) Anc. Latin A Mod. Science (5) Physiology

## THIRD FORM.

### A

IRFD	Bible III A (2)	ELECTIVE 10 hrs. reqd.)	Bible III B (2)
	English III A (3)		English III B (3)
	Algebra C (5)		Geometry A (5)

### B

IRFD	REQUIRED	Bible III B (2)
	ELECTIVE 10 hrs. reqd.)	Mathematics (5) Science (5) Botany A or B
		Language (5) Anc. Latin C Mod. History (5)

# MODEL SCIENTIFIC COURSE

## FIFTH FORM.

<b>A</b> <b>REQUIRED</b>	Bible (2) <i>IV A</i>	<i>French A</i> or <i>German A</i>
	English IV A (3)	
<b>ELECTIVE</b>	Elocution IV A (2)	<i>French B</i> or <i>German B</i>
	Geometry B (5)	
<b>B</b> <b>REQUIRED</b>	Language (5) <i>Anc. I</i>	<i>French A</i> or <i>German A</i>
	Mod. I	
<b>ELECTIVE</b>	Mathematics (5)	<i>French A</i> or <i>German A</i>
	Science (5) <i>Greek or English</i>	
<b>Cæsar A</b> <b>ELECTIVE</b>	History (5)	<i>French A</i> or <i>German A</i>
	Literature (5)	

## FIFTH FORM.

<b>A</b> <b>REQUIRED</b>	Bible (2) <i>V A</i>	<i>French B</i> or <i>German B</i>
	English V A (3)	
<b>ELECTIVE</b>	Drawing (1)	<i>French C</i> or <i>German C</i>
<b>B</b> <b>REQUIRED</b>	Language (5) <i>Anc. II</i>	<i>French C</i> or <i>German C</i>
	Mod. I	
<b>ELECTIVE</b>	Mathematics (5) <i>Algebra D</i>	<i>French C</i> or <i>German C</i>
	Science (5) <i>Physics C</i>	
<b>Cæsar B</b> <b>ELECTIVE</b>	History (5)	<i>French C</i> or <i>German C</i>
	Literature (5)	

## SIXTH FORM.

<b>A</b> <b>REQUIRED</b>	Bible (2) <i>VI A</i>	<i>French E</i> or <i>German E</i>
	English VI A (3)	
<b>ELECTIVE</b>	Language (5) <i>Anc. III</i>	<i>French E</i> or <i>German E</i>
	Mod. I	
<b>B</b> <b>REQUIRED</b>	Mathematics (5) <i>Solid Geometry</i>	<i>French F</i> or <i>German F</i>
	Science (5) <i>Chemistry F</i>	
<b>Cæsar C</b> <b>ELECTIVE</b>	History (5)	<i>French F</i> or <i>German F</i>

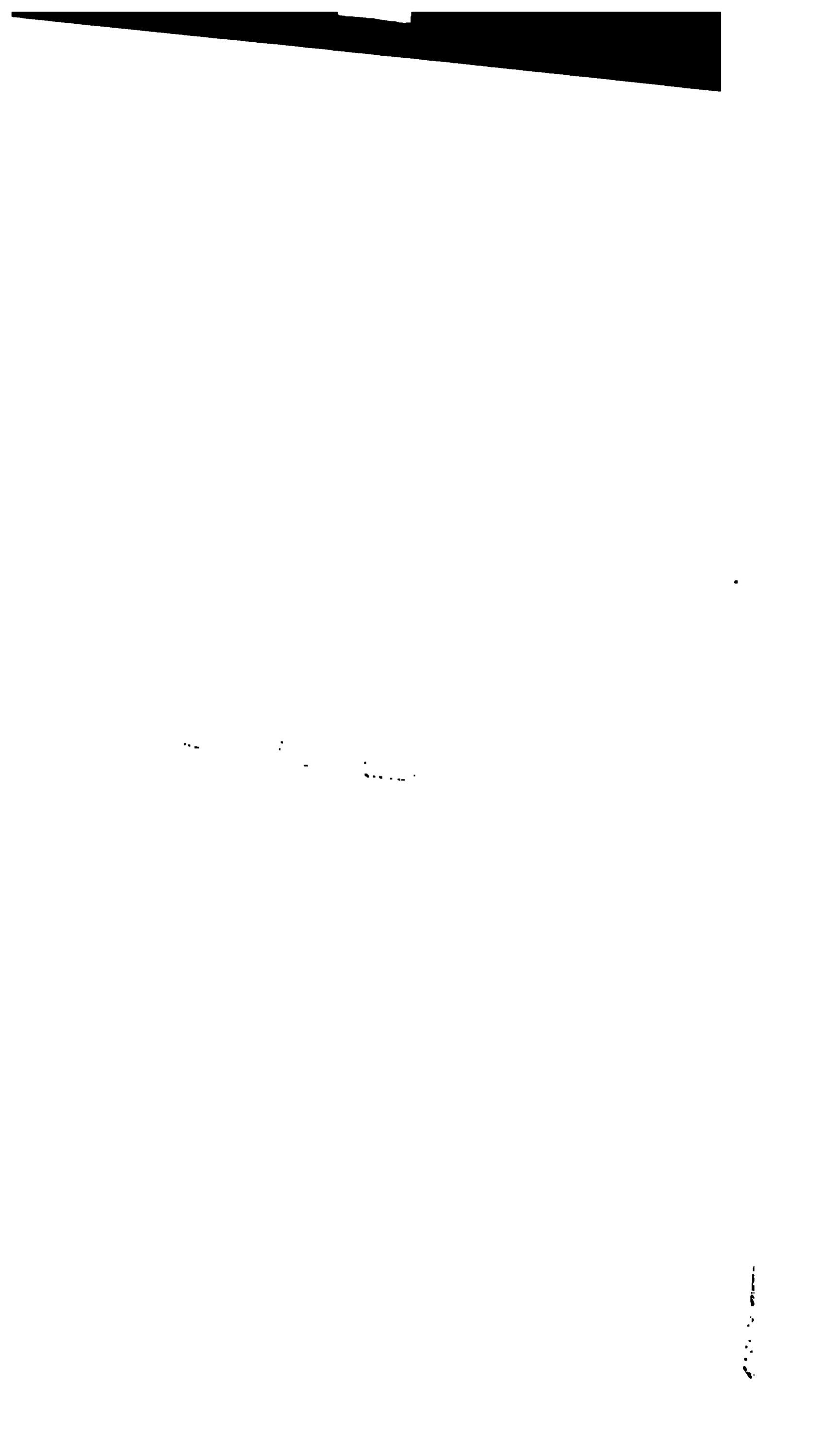
# Courses by Departments.

## THE ENGLISH BIBLE.

Rev. James McConaughy, Rev. J. East Harrison.

The study of the English Bible holds a central place in the curriculum. Regular courses have been arranged which lead progressively from elementary to more advanced Bible knowledge. The classes meet twice a week. Each student takes one course each term. For those who desire more Bible study than these regular courses afford, Elective Courses are given both daily and twice a week.

The Bible itself is the text book. Other books are used as helps but not as substitutes for it. Study outlines are furnished to the student, analyzing the books and topics studied, with questions to guide thought and investigation and with references to library helps. The results of private and class study are put by the student into orderly and permanent form in note books. Collections of photographs, both of places in Palestine and of paintings representing Bible scenes are used to illustrate the teaching, and stereopticon lectures occasionally introduce or review the courses. The teachers aim to make the student love the Book and to guide him in thinking out its truths for himself.



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The Elective Courses, which are open to all students who are prepared to take them, are in the summer term taught by leading Bible teachers who come to the school for that purpose.

### Course I. First Form. Twice a week.

*A Beginners' Course.* The beginner is taught to thoughtfully read the most important historical portions of the Bible, together with selections from the poetical books, the prophets and the epistles where the history has prepared him to appreciate them. A printed outline gives a portion for each day's reading, with simple, practical questions aimed to help the student in thinking out the meaning of the passage and in applying its truths to his own life. The Commandments and other selected verses and portions are memorized as the studies proceed. The most important facts of Bible geography are studied. The classroom work aims especially to fix in mind the main lines of Scripture and to apply the lessons afforded by the character studies.

### Course II. Second Form. Twice a week.

A. *Introductory Studies.* During the first term the student is taught to look at the Bible as a whole and to study some of its own statements about itself, its divisions and writers, its variety and unity, and its value as God's revelation to man. Some studies are given to its different literary forms and to the manners and customs it depicts. Drill is given in the use of references and Bible helps and in the interpretation of Bible passages.

From this point on the results of the student's work are preserved in note books, and he is taught how they should be kept.

B. *The Life of Christ.* With the second term a careful study of the four Gospels is begun. Preliminary studies trace the condition of Palestine and of the world at the Saviour's birth. Then the events in His life are traced as far as the Feeding of the Multitude. The aim is not merely to fix in

mind the great periods, with their wealth of incident and teaching, but to show the inward progress of the ministry, and the growing revelation of God's will toward man in Jesus' deeds and words.

### **Course III. Third Form. Twice a week.**

A. *The Life of Christ, completed.* During the first term the study of Jesus' life is completed. The great scenes from the Transfiguration, through the Peræan ministry, the visits to Jerusalem, the Passion Week, and the appearances of the Risen Lord are traced to the Ascension. The applications of each incident or discourse to Christian life and work to-day are dwelt upon.

B. *The Teachings of Christ.* During the second term the teachings of Jesus are studied topically. Such themes as God the Father, the nature and work of Christ, the Holy Spirit, man's nature and needs, salvation, the Christian in the world, the future of believers and of the impenitent are carefully studied from Jesus' own words.

### **Course IV. Fourth Form. Twice a week.**

*Old Testament History.* (From Creation to the time of David.) The aim of the course is to follow God's methods with man as shown in the development of the Jewish nation. As much time as possible is given to the study of special characters. The student is allowed to present either note books or essays on special topics. Collateral reading is encouraged.

- A. The narrative sections of the Pentateuch.
- B. (1) The institutions of the Jewish people (sacrifice, the tabernacle, etc.). (2) The history of the Judges and of the early monarchy.

### **Course V. Fifth Form. Twice a week.**

torical aspects, the main emphasis being placed on the message of God, with the history considered as a background.

- A. From Solomon to the death of Hezekiah.
- B. From the ascension of Manasseh to the coming of Christ.

The Bible in this, as in Course IV, is the only text book, but in Course V more collateral reading is required.

## Course VI. Sixth Form. Twice a week.

*The Life and Epistles of Paul.* A brief study of the church as represented in the opening chapters of Acts followed by a study of the life of Paul from Acts, supplemented by biographical sections from his Epistles. On this basis all of the Pauline Epistles are read, and two or three, as time allows, are studied more in detail.

## Daily Courses.

During the summer term successive courses, each lasting about two weeks, are given daily, by Bible teachers who visit the school for that purpose. The list of these visiting teachers for the past year with their subjects will be found on page 17.

During the fall and winter terms similar courses of greater length are taught by the regular Bible teachers of the school.

## Other Elective Courses.

Normal courses, aimed to acquaint the student with different lines of Christian service, and give some preparation therefor, are given at least each alternate term. These courses include training in the preparation and delivery of sermons, the teaching of Bible classes, the leading of meetings and other forms of Christian service; also a course in the history, principles and methods of Young Men's Christian Association work, adapted to prepare men to take up that work.

These Daily and Elective Courses are open to all students who are prepared to benefit by them. They may be offered toward graduation as daily studies, or may be substituted for any regular Bible Courses above the Third Form, a term in the

daily course being equivalent to two terms in the regular twice a week courses.

### ENGLISH.

Wellington E. Aiken, Mary A. Dewey, Ethel S. Radford,  
Walter T. Aiken, Mrs. Belle R. Robins,  
Henry W. Hastings.

#### Grammar. Daily. Three terms.

A. English grammar, with special attention to sentence analysis.

Text book: Buehler's *Modern English Grammar*.

B. The work of Grammar A continued, with a more careful study of the parts of speech.

Text books: Buehler's *Modern English Grammar*, Irving's *The Sketch Book*.

C. This is an advanced course in English grammar. It pre-supposes a thorough knowledge of Grammar A and B.

Text books: Buehler's *Modern English Grammar*, Buehler's *Practical Exercises in English*, Dickens' *A Christmas Carol*, Whittier's *Snow Bound*.

Composition required throughout the work in grammar.

#### Third Form English. Three times a week.

A. This course is devoted to (1) a study of paragraphs, sentence structure, and punctuation; (2) the principles of description, frequent descriptive themes.

Text books: Woolley's *Handbook of Composition*, Brooks and Hubbard's *Composition-Rhetoric*, Lowell's *The Vision of Sir Launfal*, Macaulay's *Lays of Ancient Rome*, Hawthorne's *Mosses from an Old Manse*.

B. In this course are included (1) an outline of the formation of the English language; (2) derivations of English words, figures of speech, kinds of sentences and their use; (3) narration-theme work based on narration.

**Fourth Form English.** Three times a week.

A. (1) Clearness, ease, and force in their relation to sentences, paragraphs, and the whole composition; (2) study of the prose style of standard authors; (3) the principles of exposition, taught and applied in theme work.

Text books: Brooks and Hubbard's *Composition-Rhetoric*, Woolley's *Handbook of Composition*, Thackeray's *Henry Esmond*, Lamb's *Essays of Elia*.

B. In this course rhetoric is reviewed and the study of the drama is begun. Essay work is required.

Text books: Shakespere's *The Merchant of Venice*, *Julius Cæsar*.

**Fifth Form English.** Three times a week.

A. A course in argumentation. (1) A study of logical argument and common fallacies; (2) practice in debate; (3) brief-making and written arguments.

(V A not given in the summer term.)

B. A course in poetry. (1) The structure of English verse; (2) study of English poems.

Text books: Tennyson's *Idylls of the King*, Gayley's *Classic Myths*.

**Sixth Form English.** Three times a week.

This is a senior course, covering work required for entrance to college. The work consists of discussion, criticism, and examinations based on the authors read, and frequent themes and essays.

**A. For study—**

Shakespere's *Macbeth*, *A Midsummer Night's Dream*.

**For reading—**

Stevenson's *An Inland Voyage*, *Travels with a Donkey*.

Lowell's *Democracy and Other Papers*.

Coleridge's *The Ancient Mariner*.

Goldsmit's *The Deserted Village*.

## B. For study—

Macaulay's *Life of Johnson*.

Milton's *L'Allegro, Il Penseroso, Comus, and Lycidas*.

## For reading—

Addison's *Sir Roger de Coverley Papers*.

Arnold's *Sohrab and Rustum*.

*The Odyssey* (Lang's translation).

The work studied from III A to VI B includes the books prescribed for entrance to college. The requirements adopted in 1909 are:

## For careful study—

Burke's *Conciliation with America*.

Macaulay's *Life of Johnson*.

Milton's *L'Allegro, Il Penseroso, Comus, and Lycidas*.

Shakespeare's *Macbeth*.

## For general reading—

Two units from each of the following groups (each unit is set off by semicolons):

I. The *Old Testament*, comprising at least the chief narrative episodes in *Genesis, Exodus, Joshua, Judges, Samuel, Kings*, and *Daniel*, together with the books of *Ruth* and *Esther*; the *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; the *Odyssey* with the omission, if desired, of Books I, II, III, IV, V, XVI, XVII; Virgil's *Aeneid*. The *Iliad*, *Odyssey*, and *Aeneid* should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

II. Shakespeare's *Merchant of Venice*; *Midsummer Night's Dream*; *As You Like It*; *Twelfth Night*; *Henry the Fifth*; *Julius Caesar*.

*Seven Gables*; either Dickens' *David Copperfield* or Dickens' *Tale of Two Cities*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; George Eliot's *Silas Marner*; Stevenson's *Treasure Island*.

Bunyan's *Pilgrim's Progress, Part I*; the *Sir Roger de Coverley Papers* in the *Spectator*; Franklin's *Autobiography* (condensed); Irving's *Sketch Book*; Macaulay's *Essays on Lord Clive and Warren Hastings*; Thackeray's *English Humourists*; selections from Lincoln, including at least the two *Inaugurals*, the Speeches in *Independence Hall* and at *Gettysburg*, the *Last Public Address*, and *Letter to Horace Greeley*, along with a brief memoir or estimate; Parkman's *Oregon Trail*; either Thoreau's *Walden* or selections from Huxley's *Lay Sermons* (to be announced); Stevenson's *Inland Voyage* and *Travels with a Donkey*.

Palgrave's *Golden Treasury* (First Series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's *Elegy in a Country Churchyard* and Goldsmith's *Deserted Village*; Coleridge's *Ancient Mariner* and Lowell's *Vision of Sir Launfal*; Scott's *Lady of the Lake*; Byron's *Childe Harloid*, Canto IV, and *Prisoner of Chillon*; Palgrave's *Golden Treasury* (First Series), Book IV, with especial attention to Wordsworth, Keats, and Shelley; Poe's *Raven*, Longfellow's *Courtship of Miles Standish*, and Whittier's *Snow Bound*; Macaulay's *Lays of Ancient Rome* and Arnold's *Sohrab and Rustum*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How they Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Phœdippides*, *My Last Duchess*, *Up at a Villa—Down in the City*.

**English Literature.** Daily. Two terms.

The purpose of this course is twofold: to give the student an outline of the history of English literature; and to increase his appreciation of it by a study of selections from the best authors.

A. From Chaucer to the Nineteenth Century.

B. Nineteenth Century English literature.

Text book: Pancoast's *Introduction to English Literature*, supplemented by reference reading.

**American Literature.** Daily. One term.

The history of American literature is outlined from the colonial period to the time of living authors. Reference reading from American authors.

**ELOCUTION.**

Mr. Hastings.

**Voice and Speaking.** Twice a week. Two terms.

A. This part of the course consists of a study of the elements of vocal expression. The student is taught how to use his voice and overcome any faults or defects, how to articulate well and how to apply some of the principles of vocal expression.

B. More advanced work is given in the essentials of good reading and speaking. Problems in voice are applied to forms of prose and poetry, and the student is taught to prepare intelligently selections of his own choice.

**GREEK AND LATIN.**

Frank L. Duley, Stephen Stark, J. Elizabeth Bigelow,  
Camilla F. Wheeler.

acquire a thorough knowledge of the subject. Due attention is paid to prose composition, not only work illustrative of the more important principles and idioms of syntax, but also practice in continuous prose narrative, based upon the text of the authors read. Drill in re-composition and sight-reading forms an integral part of the course, and is regarded as one of the best means of leading students into the languages.

Work in mythology, antiquities, administrative systems, and in the *life* of Greece and Rome is presented in a way to convince students that there is nothing more living to-day than the results which spring from the study of the so-called "dead languages."

## G R E E K .

**Course I. Greek Grammar.** Daily. Three terms.

This course is designed to give the student a thorough knowledge of common forms of Attic prose and fundamental principles of Greek syntax. Practice is given in translation of easy passages of connected Greek as an aid in acquiring the vocabulary. Special attention is paid to the relation of Greek to Latin and English.

Text books: Goodwin's *Greek Grammar*, Ball's *Elements of Greek*.

**Course II. Xenophon's Anabasis, Prose Composition, Sight Reading.** Daily. Two terms.

Stress is laid alike upon grammar, accurate translation, correct use of English in translating, and the historic setting of the narrative.

Text books: Goodwin & White's *Xenophon's Anabasis*, Books I-IV, Goodwin's *Greek Grammar*, Pearson's *Greek Prose Composition*.

**Course III. Xenophon's Anabasis, Homer's Iliad,  
Prose Composition continued, Sight Reading,  
Greek History.** Daily. Two terms.

This course aims to familiarize the student not only with Homeric forms but also with the life and thought of the Homeric times, and to arouse appreciation of the literary value of Homeric poems.

Text books: Pearson's *Greek Prose Composition*, Benner's *Selections from the Iliad*.

## L A T I N .

This course is arranged to meet the maximum requirements for admission to college. With this end in view the work is arranged as follows:

**Course I. Elementary Latin.** Daily. Three terms.

Thorough drill in forms, syntax and vocabulary. Frequent exercises in turning easy English into Latin. Daily exercises also in prepared and sight translation. The text used consists of connected and lively passages from ancient history and mythology. The connection between Latin and English is constantly emphasized.

Text book: Potter's *Elementary Course in Latin*.

**Course II. Cæsar's Gallic War.** Daily. Two terms.

The four books are read in historical order. Short daily lessons in prose based directly on the text previously read. Daily recitations in grammar. During this course a general review of the grammar is followed by detailed work in syntax.

**Course III. Cicero and Ovid.** Daily. Two terms.

1. Cicero. Two thirds of the course. The four orations against Catiline, the Manilian Law and Archias. Prose as during the course in Cæsar. Grammar as before with continued detailed work in syntax.

2. Ovid. Last third of the course. Course in rapid reading. Insistence as before upon exactness of translation, more than before upon fluency. Considerable sight reading to cultivate ability in the divining of an author's meaning. Illustrative readings from English authors. One entire period each week is taken for prose work and sight translation in Cicero.

Text books: D'Ooge's *Select Orations of Cicero*, Bain's *Poems of Ovid* (selections), Daniell's *Composition* (revised).

**Course IV. Virgil.** Daily. Two terms.

Six books of the *Aeneid* and the Eclogues. Lessons in prosody at the beginning of the course. Assigned readings also in mythology. Careless work is constantly guarded against by repeated work in grammatical construction, and by exercises in prose based upon Cæsar and Cicero. These authors are thus reviewed, and the complete course kept fresh before the student. Roman History is also reviewed.

Text book: Knapp's *The Aeneid of Virgil*.

**M O D E R N   L A N G U A G E S .**

Lucy Tappan, Hélène A. Roux.

**Course I. French. For beginners.** Daily. Four terms.

The design of this course is to secure a thorough knowledge of the elements of grammar, pronunciation, rapid reading of easy and more difficult prose, and the recognition of words and simple phrases when spoken.

A fifth and sixth term are offered if a sufficient number elect the work.

Text books: Aldrich & Foster's *Foundations of French*, Aldrich & Foster's *Reader*, Francois' *Composition*, Bouvet's *French Composition*, Mérimée's *Colomba*, Labiche et Martin's *Voyage de Monsieur Perrichon*, Victor Hugo's *La Chute*, or their equivalents.

### Course II. German. For beginners. Daily. Four terms.

The object of this course is to give the student a thorough knowledge of elementary German: viz., the essentials of accidence and syntax. To this end emphasis is laid on composition and grammatical drill. Sufficient attention is also given to secure reasonable ability in translating not merely easy elementary prose, but also more advanced texts, and throughout the entire course to train the eye, ear and tongue.

A fifth and sixth term are offered if a sufficient number elect the work.

Text books: Worman's *First German Reader*, Bierwirth's *Beginning German*, Müller und Wenckebach's *Glück Auf*, Ball's *German Drill Book*, Von Hillern's *Höher als die Kirche*, Wilhelmi's *Einer muss heiraten*, Benedix's *Eigensinn*, Freytag's *Die Journalisten*, Goethe's *Hermann und Dorothea*, Heine's *Harzreise*, or equivalents.

### M A T H E M A T I C S.

Lyon L. Norton, Gardiner L. Wagar, Mabel W. Learoyd,  
Joshua L. Robins, Harold W. Stevens.

The work in mathematics is planned to meet the requirements for admission to the best colleges and technical schools. At the same time it is made as practical and educational as possible, the ability to



**Equine Laboratory Lecture Room**



ties; second, to gain a thorough knowledge of the subjects themselves as absolutely essential to the study of the higher mathematics and the natural sciences. To accomplish these ends the student is thrown upon his own resources in the solution of a large number of problems and original exercises in algebra and geometry, and much attention is given to rapid review drill in the classroom. The use of good English is insisted upon in both oral and written work as absolutely necessary to obtain the best results. *Thoroughness and accuracy* are the key words.

### Course I. Arithmetic. Daily. Two terms.

Here the aim is to master the essential principles and to make the work as practical as possible. Artificial and improbable examples are avoided.

A. Factors and multiples, fractions, common and decimal, and denominative numbers.

B. Metric system, mensuration, ratio and proportion, percentage, interest and discount.

Text book: Milne's *Standard Arithmetic*.

### Course II. Bookkeeping. Daily. Two terms.

The work covers double entry bookkeeping so far as to include a thorough acquaintance with the business forms and books needed in an ordinary retail or commission business for a single proprietor, or for a partnership. The difference between single and double entry with the advantage of the latter is noted. Special attention is given to the trial balance and the balance sheet.

Text books: Williams & Rogers' Series—*Office Routine and Bookkeeping*, Introductory Course by Geo. H. Schwartz.

**Course III. Algebra.** Daily. Five terms.

The course in algebra extends through five terms. Three terms' work, five times a week, is the minimum requirement for graduation from any course. This work includes the subject of quadratic equations and all that naturally precedes it.

The fourth term is required of all students who purpose entering college or technical schools. The subjects covered are ratio and proportion, variation, progressions, the binomial formula for positive integral exponents, permutations and combinations, and logarithms, together with a review of certain parts of the first three terms' work. A fifth term may be elected by those students who wish to offer advanced work in mathematics for entrance to college. When combined with solid geometry and plane trigonometry, the work covered is substantially the freshman year's work in the academic course in college. A few technical and scientific schools require this term in algebra for entrance.

Factoring and the statement of problems are emphasized throughout the entire course.

Text books: Wentworth's *Elementary Algebra*, Somerville's *Elementary Algebra*, and Fisher & Schwatt's *Complete Secondary Algebra*.

**Course IV. Geometry.** Daily. Four terms.

Three terms, five times a week, are given to the study of plane geometry. Original work is required from the start to the finish. The object is to develop independence and originality. For the sake of accuracy and finish each student is required to write out carefully a considerable number of original demonstrations.

Solid geometry is treated in the same manner as plane

**Course V. Plane Trigonometry.** Daily. One term.

Special emphasis is put upon the mastery of the trigonometric functions and of the fundamental trigonometric formulæ.

Facility in the use of logarithms is acquired in connection with the solution of right and oblique triangles.

Text book: Phillips & Strong's *Elements of Trigonometry*.

**T H E   S C I E N C E S .**

Charles E. Dickerson, Florence E. Flagg, Mary W. Miller,  
Roy R. Hatch.

**Course I. Elementary Lessons in Science.** Daily.  
One term.

This course comprises a series of simple experiments and demonstrations leading up to some of those great truths of the natural sciences which should be familiar to every student. Throughout the course the student will be called upon for careful observations and accurate statements. Upon beginning the more extended work in science, whether in preparation for college or not, the student who completes this course will find himself acquainted with many fundamental terms, ideas and principles and should be able to advance rapidly. The first part of the course will be spent in the study of the elementary principles and facts in physics and chemistry, and the latter part will take up the elementary facts of animal and plant structure, the meaning and means of carrying on the fundamental processes involved in maintenance of living matter.

For the advantage of those who may care to anticipate this work and pass it off at the entrance examinations the following references are given.

For Part I as much work as is included in such books as Balfour Stewart's *Science Primer—Physics*; Roscoe's *Science Primer—Chemistry*, or Higgins' *First Lessons*.

For Part II, T. Jeffery Parker's *Lessons in Elementary Biology* (Macmillan), Chaps. I, II, VI, XIII, XVII.

J. A. Thomson's *Outlines of Zoölogy* (D. Appleton & Co.), Chaps. II, III.

Sedgewick & Wilson's *General Biology* (Henry Holt & Co), Chaps. III, IV.

J. A. Thomson's *The Study of Animal Life* (Scribner's), Chaps. VIII, IX, XI.

H. W. Conn's *The Story of the Living Machine* (D. Appleton & Co.), and any good, up-to-date elementary Geology and Astronomy.

### Course II. Physiology. Daily. One term.

Instruction in this study is given with special reference to human physiology and anatomy, though comparisons are constantly being made with, and illustrations drawn from, the lower forms of animals. A thorough appreciation of personal mechanics is believed to be one of the most potent factors in assuring personal morals.

The endeavor is made to demonstrate before the class with apparatus and models, fresh or living material, the main teachings of each day's lesson. Full and neatly kept notes of these experiments are required of each student. The instructor reserves the right of collecting a small fee for materials used.

Text books: Martin's *Human Body*, Eddy's *Laboratory Manual*.

### Course III. Zoölogy. Daily. One term.

The pursuance of this study involves attendance at lectures, oral and written recitations, and laboratory exercises. The facilities for the course include a large recitation room, a special zoölogical laboratory, a museum collection of type forms, laboratory apparatus for each individual, charts, etc. Carefully prepared note books are required of each student.

following the gradually increasing complexity of animal anatomy and physiology, in the different groups, up through the highest forms of vertebrated animals.

Text book: Galloway's *First Course in Zoölogy*, collateral reading. Library well supplied with reference books.

#### Course IV. Botany. Daily. Two terms.

The work of this course is divided into two parts of one term each. Either term may be taken separately and will count towards graduation. Both terms should be taken, however, and in the order given, for a complete understanding of the subject.

A. Cryptogamic botany. During this term typical plants under Thallophytes, Bryophytes and Pteridophytes are studied. Gymnosperms are included in this course. Six hours each week are devoted to laboratory work.

B. Phænogamic botany, covering morphology, physiology and ecology of Spermatophytes. Laboratory work continues as in the first term.

The laboratory is well equipped with compound microscopes, prepared slides, charts, etc. A small laboratory tax is assessed for the use of material and microscopes.

Text books: Gray's *Manual*, Coulter's *Plants*.

#### Course V. Physics with Laboratory Work. Daily. Three terms.

The work of this course is divided into Parts A, B. and C, each covering one term's work.

Part A includes Mechanics; Part B, Sound, Heat and Light; Part C, Electricity. The course comprises lectures, recitations, and an average of three hours of work per week in the laboratories. The aim of the laboratory work is to give the student practical experience in scientific processes and to train him "to observe carefully, record accurately, infer justly, and express cogently." The relation of physics to familiar phenomena is strongly emphasized, the object being to enrich the life of the student by enabling him to understand better the

objects and phenomena which contribute so much to his daily life. This is also true of the course in chemistry. It is recommended that students desiring this course shall have completed two terms of algebra and one term, at least, of plane geometry. Each student is required to keep a note book containing an accurate record of his work. A laboratory fee sufficient to cover breakages is charged.

Text books: Wentworth & Hill, and Millikan & Gale for Parts A and B. Jackson's *Elementary Magnetism and Electricity* for Part C.

**Course VI. Advanced Physics.** Twice a week.  
Two terms.

A laboratory course in physical measurements with recitations and problems based upon the experiments is offered to those students who have taken the work in elementary physics, either here or elsewhere, as a preparation for such work, and who desire to pursue a course in physics, immediately following such preparation. The course will correspond to what is known as the advanced admission requirement in physics at Harvard College. A knowledge of plane geometry and algebra, and a familiarity with the notation used in trigonometry are necessary. A student completing the course will be credited with one term's study toward graduation. Those who intend to pursue courses in physics, chemistry, or engineering in higher institutions are advised to elect this course.

Text books: Laboratory Manual: Sabine's. References: Deschanel, and Ames.

**Course VII. General Chemistry and Qualitative Analysis.** Daily. Two terms.

The work in chemistry during the first term is devoted to general study of inorganic chemistry. Experiments in the

chemical theory. This course prepares the student for qualitative analysis, which is taken up in the laboratory during the second term. The laboratory work is supplemented by continued drill in problems and by the systematic study of chemical reactions. Students looking toward the study of medicine will find this course of great practical value.

Each student is required to keep a record of the results of his work in a note book.

Text books: Remsen's *College Chemistry*, Prescott & Johnson's *Qualitative Analysis*.

## A G R I C U L T U R E .

Frank G. Helyar, Fred E. Peck, Richard E. Vaughan.

The courses in agriculture at Mount Hermon are so arranged as to acquaint the student with the fundamental principles and practices of modern agriculture and to instill into his mind the importance and the dignity of farming.

### Course I. Agriculture. Three terms.

#### A. Introduction to Agriculture. Daily.

This course is preparatory to the study of any of the different branches of agriculture and is required of all students who have not completed high school work in science. The work of the course, lectures and classroom demonstration, consists in a consideration of physical geography, physics, chemistry, botany and animal physiology, as these sciences especially relate to agriculture. While necessarily brief and elementary, this work is thorough enough to introduce the student to the underlying principles of the science of agriculture.

#### B. Agriculture. Daily.

An elementary study of the soil, its formation, composition and physical characteristics; the management of soils, tillage, drainage; the plant and its food; fertilizers, natural and artificial, buying fertilizers, methods of mixing and application.

Open only to students who have passed A.

**C. Agronomy. Daily.**

A study of farm crops, their history, importance, growth, methods of cultivation, harvesting and marketing. Some of the more common diseases of farm crops and their treatment are discussed in this course.

Open only to students who have satisfactorily completed Course B.

**Course II. Horticulture. Daily. Two terms.****A. Vegetable Gardening.**

Principles of vegetable gardening—location and layout of gardens with reference to market and crops, glass crops, soil and its treatment, seeds and seedage, gardening tools, general management of the garden, storing, marketing and classification of crops.

**B. Fruit Growing.**

Principles of fruit growing—a study of the fundamental principles governing the successful culture of fruits. Systematic Pomology—classification and judging of common fruits.

**Course III. Landscape Gardening and Forestry.**

Three times a week. One term.

An elementary study of the principles of these subjects, giving the student an idea of the scope of each. This course will include a field study of some of the simple problems connected with these subjects.

**Course IV. Animal Husbandry. Three terms.****A. Daily.**

**B. Daily.**

A study of stock feeding and the methods of caring for the various kinds of live stock in health and disease. Stables, systems of ventilation and other problems connected with farm buildings are considered with especial reference to sanitation. Some of the minor surgical operations are generally performed before this class. Open to students who have passed Animal Husbandry A.

**C. Poultry Culture. Three times a week.**

A course of lectures and text book work in the study of poultry and its management will be offered as conditions permit.

**Course V. Dairying. Daily with laboratory three times a week. One term.**

A study of milk, its secretion, composition, physical properties, dairy bacteriology, conditions affecting character and food value of milk, market milk, dairy sanitation, milk testing and butter making. This course will be supplemented with such laboratory work as conditions permit and also by some original work.

**Course VI. Rural Economics. Twice a week. One term.**

A study of the elements of rural economy designed to show the student the relation of economics to the business of farming.

**HISTOR Y.**

Horace H. Morse, L. Lorimer Drury.

**Course I. United States History and Civil Government. Daily. Two terms.**

**A.** The work of the first term in this course covers the his-

tory of our country from the time of its discovery down to the presidency of Andrew Jackson.

B. The second term is divided into two parts. The first half term is spent on the study of the period from Jackson to the present time, and during the remainder of the term the framework of our state and national governments is presented. Special emphasis is laid upon the duties and obligations of American citizenship.

Text books: John Fiske's *History of the United States*, Boynton's *School Civics*.

**Course II. Advanced U. S. History. Daily. Two terms.**

This course is planned to fill the entrance requirements in United States History of colleges and technical schools.

Text book: Hart's *Essentials in American History*.

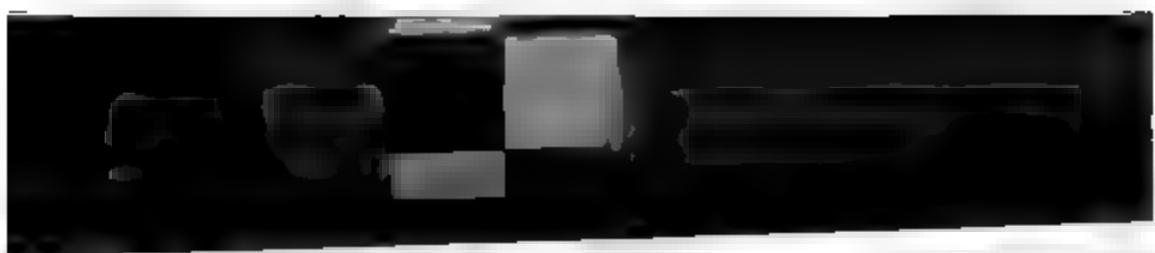
**Course III. Greek History. Daily. One term.**

A short introductory study is made of the more ancient nations, after which the history of Greece is taken up and carried from the earliest times to the fall of Corinth, 146 B. C. The political events in Greek history are used as a background to show the causes for the high development of literature and art, the real gifts of Greece to our civilization. This course, with Course IV, is required for students preparing for the academic course in college, and is elective for others.

Text book: Oman's *History of Greece*.

**Course IV. Roman History. Daily. One term.**

In this course the history of Rome is carried from the founding of the city until the time of Charlemagne, 800 A. D. Rome's policy of expansion and incorporation is carefully fol-





**geography.** These courses are prepared along the lines recommended by the Committee of Seven on History.

**Text book:** Morey's *Outlines of Roman History*.

**Course V. English History.** Daily. Two terms.

This course is designed to meet the admission requirements of any scientific school or college. The method is similar to that of Course IV.

**Text book:** Walker's *Essentials of English History*.

### A R T S T U D Y .

Gardiner L. Wagar.

**Course I. Object Drawing.** Weekly. One term.

**Course II. Perspective Drawing.** Weekly. One term.

**Course III. Geometrical Drawing.** Weekly. One term.

Any two of these courses may be offered for graduation. Two terms of plane geometry should be completed before taking Course II or Course III.

### P E N M A N S H I P .

**Weekly.**

Students failing to pass the annual examinations in penmanship are required to take the work in class.

Both the vertical and Spencerian systems are taught.

### M U S I C .

Lewis S. Chafer, Mrs. Ella C. Chafer, Lillian E. Berry.

#### VOCAL MUSIC, CLASS INSTRUCTION.

Class instruction is given by a special teacher without extra charge.

**Course I. Second Form A.** Twice a week.

For pupils who have had no previous training, and for such as have not studied sight singing. Systematic instruction in the science of music; keys, scales, chord formation and harmony in three parts.

**Course II. Second Form B.** Twice a week.

Four part harmony in all usual forms, individual chords, modulation, and harmonizing melodies.

**Course III.** Twice a week. **Elective.**

Sight reading in singing, voice training, solo and ensemble singing, lectures on musical forms.

Open to those having completed Courses I and II.

**Course IV.** Twice a week. **Elective.**

Instruction in solo singing and conducting for general evangelistic work.

**Special singing practice.**

One chapel period each week is devoted to instruction and practice in chorus singing with the entire school.

**Glee Club.**

Limited to sixteen voices. Chosen by examination by the leader for concerts and entertainments.

**Private lessons.**

Private lessons in piano, pipe organ or voice. One hour

**ATES, PRIZES AND HONORS  
FOR THE YEAR 1908.****ADUATES, APRIL CLASS.**

Joseph LeConte Bell.  
Ralph Harrington Doane.  
Harry Jessup Dunham.  
Donald McConaughy.  
Aristides Evangelus' Phoutrides.  
Ray Longfellow Schoppe.  
Charles Dallas Sunderland.  
William Wagner.  
Warren Telford Walker.  
Elihu Smith Wing.  
John Wallace Young.

**ADUATES, AUGUST CLASS.**

**PRIZES AWARDED.****Cambridge Prize for general excellence.**

Donald McConaughy.

**Henry H. Proctor Class Day Prize.**

Aristides Evangelus' Phourides.

Second prizes, \$5.00 each:

John Wallace Young, Donald McConaughy.

**Greek Prize, for most satisfactory record.**

William M. Claflin.

**The Joseph Allen Prizes, for excellence in declamation.**

1st prize, Leland C. Herrick.

2d prize, Earl H. Blanchard.

**Alumni Prize Debate.**

1st prize, John W. Young.

2d prize, Clarence H. Barnes.

Winning side, J. Calvitt Clarke, Jr., Charles A. Lufburrow, John W. Young.

**Benjamin P. Dwight Prizes in Science.**

For highest rank in Mechanics.

Howard A. Wilson.

For highest rank in general Chemistry.

Harry A. Haas.

**Cæsar Prize.**

Awarded by ballot of the class for best work during the winter term.

Adam Nagay.

**Royal S. Goldsbury Prize Debate.**

1st prize, Henry A. Smith.

2d prize, Clarence H. Barnes.

# S C H O L A R S H I P   H O N O R   G R O U P , 1 9 0 8 .

**Based on Final Records of the Term Indicated.**

## **W I N T E R   T E R M .**

### *Sixth Form.*

- J. LeConte Bell.
- \*William M. Clafin.
- Harry J. Dunham.

### *Fifth Form.*

- Arthur E. Hopkins.

### *Fourth Form.*

- Jerome Burtt.
- Lloyd P. Rice.

### *Third Form.*

- Charles A. Anderson.

### *Second Form.*

- Luigi Latini.
- Charles M. Lee.
- James R. Scott.

### *First Form.*

- C. Leslie Hall.
- Fred G. Timperley.

## **S U M M E R   T E R M .**

### *Third Form.*

- Walter R. Catching.
- John Ehinger.
- Charles M. Lee.

### *First Form.*

- \*Edward A. Aurand.
- \*Henry Barnbrock, Jr.
- \*Charles W. Pusey.
- David Sage.

- Dwight W. Salter.
- James H. Taylor.

## **F A L L   T E R M .**

### *Sixth Form.*

- Arthur E. Hopkins.

### *Fifth Form.*

- Lawrence B. Prector.
- Lloyd P. Rice.

### *Fourth Form.*

- \*John Ehinger.

### *Third Form.*

- \*Edward A. Aurand.
- Herman A. Dick.
- Ernest A. Hamilton.
- Rupert F. Jones.
- Dwight W. Salter.

### *Second Form.*

- \*Henry Barnbrock, Jr.
- Alexander Nicholoff.
- John M. Phillips.
- David Sage.

### *First Form.*

- William N. T. Bevans.
- Mervin W. Bliss.
- Nicholas J. Cassavetes.
- Newton S. Kratz.
- Reginald G. Montague.
- Walter M. Scott.
- \*Robert H. Whetstone.

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\*No grade below E.

## TEXT BOOKS.

Bible: Good English Bible with References and Helps. Revised Version. Concordance, Cruden's or Walker's. Various reference books on different courses.

English, Brooks and Hubbard's *Composition-Rhetoric*, Woolley's *Handbook of Composition*, Selected Texts.

Elocution, S. S. Curry's *Classics for Vocal Expression*.

English Grammar, Buehler's *Modern English Grammar*, Buehler's *Practical Exercises in English*.

Latin Grammar, Allen and Greenough's *New Latin Grammar*.

Latin Lessons, Potter's *Elementary Course in Latin*.

Latin Composition, D'Ooge's, and Daniell's Revised.

Cæsar, Allen and Greenough's *New Cæsar with Vocabulary*.

Cicero, D'Ooge's *Select Orations of Cicero*.

Ovid, Bain's.

Virgil, Knapp's.

Greek Grammar, Goodwin's.

Greek Lessons, Ball's *Elements of Greek*.

Greek Composition, Pearson's *Greek Prose Composition*.

Xenophon, Goodwin and White's *Xenophon's Anabasis with Vocabulary, Books I-IV*.

Homer, Benner's.

French Grammar, Aldrich and Foster's *Foundations of French*.

French Readers, Aldrich and Foster's Reader.

French Composition, Francois', and Bouvet's.

German Grammar, Bierwirth's *Beginning German*.

German Readers, Worman's *First German Reader*, Müller und Wenckebach's *Glück Auf*, Von Hillern's *Höher als die Kirche*, Wilhelmi's *Einer muss heiraten*, Benedict's *Eigen sinn*, Freytag's *Die Journalisten*, Goethe's *Hermann und*

- Algebra, Wentworth's Elementary, Somerville's Elementary, and Fisher and Schwatt's *Complete Secondary Algebra*.  
Geometry, Plane and Solid, Wentworth's, Phillips and Fisher's.  
Trigonometry, Phillips and Strong's *Elements of Trigonometry*.  
Physiology, Martin's *Human Body*. Eddy's *Laboratory Manual*.  
Zoölogy, Galloway's *First Course in Zoölogy*.  
Botany, Gray's Manual and Coulter's *Plants*.  
Physics, Wentworth & Hill's, Milliken & Gale's, and Sabine's. Jackson's *Elementary Magnetism and Electricity*.  
Chemistry, Remsen's *College Chemistry*, Prescott and Johnson's *Qualitative Analysis*.  
United States History and Civics, John Fiske's *History of the United States*, Boynton's *School Civics*, Hart's *Essentials in American History*.  
Greek History, Oman's *History of Greece*.  
Roman History, Morey's *Outlines of Roman History*.  
English History, Walker's *Essentials of English History*.  
English Literature, Pancoast's *Introduction to English Literature*.  
American Literature, Pancoast's *Introduction to American Literature*.

**Mount Hermon Alumni Association.**

The Mount Hermon Alumni Association was organized in 1888 for graduates only and so continued until 1900, when the membership privilege was extended to all former students who were loyal to the school and desired to keep up old friendships. The membership on January 1, 1909, was 1,159.

**Extracts from Constitution and By-Laws.****OBJECT.**

"The object of this association shall be to encourage fellowship among the old students and to promote the interests of the school."

**MEMBERSHIP.**

"Every graduate shall become a member without election. Any person who has been a student at Mount Hermon School, and is recommended by the executive committee, is eligible for membership."

**DUES.**

"The annual dues of this association shall be one dollar."

**OFFICERS, 1908-09.**

President, John McDowell, '90.

Secretary, L. Lorimer Drury, '98.

Treasurer, Frank L. Duley, '93.

The association is now carrying on the following lines of work:—

1. An annual reunion and business meeting at Mount Hermon.
2. The publication of the Mount Hermon Alumni Quarterly, which is sent to every member of the association. Subscription price fifty cents per year.
3. The Dwight L. Moody Running Expense Fund, through which contributions are made toward the support of the school.
4. The Alumni Cup Debates between representatives of the three debating societies, at the conclusion of which the cup becomes the property of the winning society for the ensuing year.
5. The Alumni Prize Debate, which is open to all the students of the school.
6. An Appointments Department where information regarding former Hermon students who are open for positions is kept on file.
7. The organization and federation of city and college clubs.

The city clubs now affiliated with the association are:—

The New York Hermon Club.

President, Dr. G. Gibbons Yarrow, 653 Broad Street,  
Newark, N. J.

The Hermon Club of Greater Boston,

President, Dwight D. Kimball, 6 Beacon Street.

The Springfield Hermon Club,

President, George R. Booth, 1119 State Street.

The Worcester Hermon Club,

President, William C. Mellish, 299 Lincoln Street.

The Philadelphia Hermon Club,

President, Fred J. Nash, 312 Gayley Place, Media, Pa.

The Baltimore Hermon Club,

President, John T. Maylott, Central Y. M. C. A.

*MOUNT HERMON SCHOOL*

- The Washington Hermon Club,  
President, Irving P. Tade, 120 10th Street N. E.  
The Western Pennsylvania (Pittsburg) Hermon Club,  
President, W. B. Covil, Jr., 810 Glen Avenue, Wilkinsburg, Pa.  
The Chicago Hermon Club,  
President, Wm. Ayer McKinney, Union League Club.  
The Northern Ohio (Cleveland) Hermon Club,  
President, Rev. C. A. Brooks, 33 Page Avenue, Cleveland, Ohio.  
The Western New York (Rochester) Hermon Club,  
President, Frederick N. Smith, 300 Alexander Street,  
Rochester, N. Y.

The college clubs are:—

- The Yale Hermon Club,  
President, James L. McConaughy.  
The Princeton Hermon Club,  
President, W. N. Ottinger.  
The Wesleyan Hermon Club,  
President, H. S. Griffing.  
The Harvard Hermon Club,  
President, Edwin T. Wentworth.  
The Brown Hermon Club,  
President, Clifton H. Walcott.

Communications in regard to the association should  
be addressed to the Secretary, L. Lorimer Drury,  
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100-100000

## ENGLISH GRAMMAR.

1. Spelling.
2. Define and illustrate: (1) adjective; (2) adverb; (3) participle; (4) infinitive; (5) object complement; (6) attribute complement.
3. Analyze:
  - (1) The house on the hill was always the home of the oldest son of the family.
  - (2) A man who would be honest must work, for there is no middle ground between an honest man and a thief.
4. Name and decline the personal pronouns.
5. Give a synopsis of freeze in the third person, singular.
6. Parse underlined words in 3.
7. Write examples of: (1) nominative absolute; (2) subject of the infinitive; (3) noun clause; (4) adverbial clause.
8. "It is a strange thing how little in general people know about the sky. It is the part of creation in which nature has done more for the sake of pleasing man, more for the sole and evident purpose of talking to him and teaching him, than in any other of her works, and it is just the part in which we least attend to her."
 

Divide the above quotation into clauses, writing each clause in full, and giving the syntax of each subordinate clause.
9. Write a paragraph describing a familiar scene.
10. Use proper forms in the following sentences, and give reasons:—
  - (1) I don't like [this, these] sort of apples.
  - (2) I noticed a strange phenomena.
  - (3) I knew it was [they, them].
  - (4) I knew it to be [they, them].

- (8) It must have been [they, them].
- (9) Unless we hurry we [shall, will] be late.
- (10) If I [was, were] you I [should, would] be ashamed.
- (11) I wish I [was, were] a man.
- (12) I found it [lying, laying] on the floor, so I let it [lie, lay] there.
- (13) He is one of those boys who [is, are] always behind time.

### A. HISTORY (United States).

**Answer fully and give dates whenever you can.**

1. Mention some important event connected with each of the following men: Vespucci; Magellan; De Soto; Coronado; Cartier; Hudson; Gosnold.
2. The causes and results of Bacon's Rebellion.
3. The Stamp Act.
4. Describe two of the following: The Ordinance of 1787; The Monroe Doctrine; The Missouri Compromise.
5. The important events in the life of any one of the following men: John Smith; John Adams; Alexander Hamilton.

### B. HISTORY (United States) AND CIVICS.

**Answer fully and give dates whenever you can.**

#### I. B HISTORY.

1. The admission of Texas into the Union.
2. The election of 1860.
3. The Emancipation Proclamation.

4. The issues between the Democratic and Republican parties in the campaign of 1896.
5. The chief events in the life of any one of the following men: Andrew Jackson; John Brown; Theodore Roosevelt.

## II. CIVICS.

1. The advantages and disadvantages of the Congressional Committee system.
2. The powers of the Speaker of the House of Representatives.
3. Mention five powers given exclusively to Congress and discuss one of these powers at length.
4. The jurisdiction of the judicial power of the United States.
5. What persons are citizens of the United States? Discuss briefly the constitutional guarantees of the rights of such citizens.

## ENGLISH BIBLE.

### FIRST FORM A.

1. (a) Write in full the names of any five Old Testament books. (b) Tell for each the leading actor or chief subject of the book and any other one fact you know connected with it.
2. Write the first and fifth commandments.
3. (a) Who were saved from the judgment of the flood and why? (b) Who tried to save Sodom and Gomorrah from destruction and how? (c) Who lost his life on Mount Gilboa and why?

5. What great event in the history of God's people happened at the Red Sea? At Mount Sinai? At Jericho?
6. Who built the tabernacle? Where? Who built the temple? Where? What was the difference between them? How were they both used?

#### FIRST FORM B.

1. What was the character of Saul? Of David? Of Solomon? What happened after Solomon's death and why?
2. Name three of the best kings and two of the greatest prophets of *Judah*.
3. How did the northern kingdom end? The southern? Why?
4. Name three men who had most to do with the return of the Jews from Babylon, and tell what each did.
5. Describe briefly any two important events in the life of Jesus and tell where each occurred.
6. Tell some one fact connected with Simon Peter; with Bartimæus; with Mary Magdalene; with Levi (Matthew); with the Pharisees.
7. Who was Stephen? Apollos? Barnabas?
8. Describe briefly (a) Paul's conversion; (b) the dispute regarding circumcision; (c) his arrest, imprisonment, release, death.
9. Write Paul's Epistles in the order in which they are found in the New Testament.

#### ELEMENTARY SCIENCE.

1. Define five properties of matter.
2. What is meant by specific gravity, weight, work, machine, element?
3. How could you prove that water contains oxygen?

4. How is sound transmitted? How is light transmitted?
5. Diagram a "suction" pump and explain its action.
6. (a) What is mucous membrane, and what is its work?  
 (b) What are proteids and where are they made?  
 (c) Name several glands of the body and give their uses.
7. What is oxidation in plant or animal and what are the results of this process?
8. What do you know about the ways in which frogs, fishes, butterflies and birds breathe?
9. Define: cell, tissue, organ, secretion, assimilation, protoplasm, chlorophyll.
10. Give several facts about the structure of a plant, root, stem, leaf and flower.

## A L G E B R A.

### A.

1. Remove parentheses and collect like terms in the following expressions:—  
 (a)  $b - [2b + (9a - (4a - 2a - b) - 6b)]$ .  
 (b)  $2(x - 4)(x + 8) - 3(x + 2)(x - 1)$ .
2. Factor  $x^3 - x$ ,  $2x^2 - x - 6$ ,  $4x^4 + y^4$  (supply a middle term for perfect square, etc.),  $a^2 + b^2 - c^2 - 9 - 2ab + 6c$ ,  $4a^3b - 6a^2b^2 - 4a^4 + 6ab^3$ .
3. Solve for  $x$ :—  
 (a)  $14 - 3(7 - 2x) = 29$ .  
 (b)  $7(2x - 3) - 11(5x - 4) = 64$ .
4. Three boys, A, B, and C, catch 128 fish. If B catches 10 more than A, and C catches three times as many as A and B together, how many fish does each boy catch?
5. Find the H. C. F. and L. C. M. of  $a^3 - x^3$ ,  $a^2 - x^2$ , and

7. If  $a=6$ ,  $b=3$ ,  $c=2$ ,  $x=3$ ,  $y=4$ , find the numerical values of the following :—  
(a)  $x(a+3c-y)$ .  
(b)  $y^2-(3a-b)y+c$ .
8. Find the H. C. F., by division, of  $2a^3-3a^2-8a-3$ , and  $3a^4-7a^3-5a^2-a-6$ .
9. Factor  $x^4-(x-6)^2$ ;  $(x+y)^2+7(x+y)+6$ ;  
 $x^4-18x^2y^2+y^4$ ;  $a^3-a^2b-a+b$ ;  $x^6-y^6$ .
10. Divide  $x^5+y^5-xy^4-x^4y$  by  $x^2+y^2-2xy$ .



**One of the Cottages**

**THE NEW YORK PUBLIC LIBRARY  
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taken from the Building**

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# Catalogue

Brown German School

Founded by H. L. Quigley

1900-10

## DIRECTIONS.

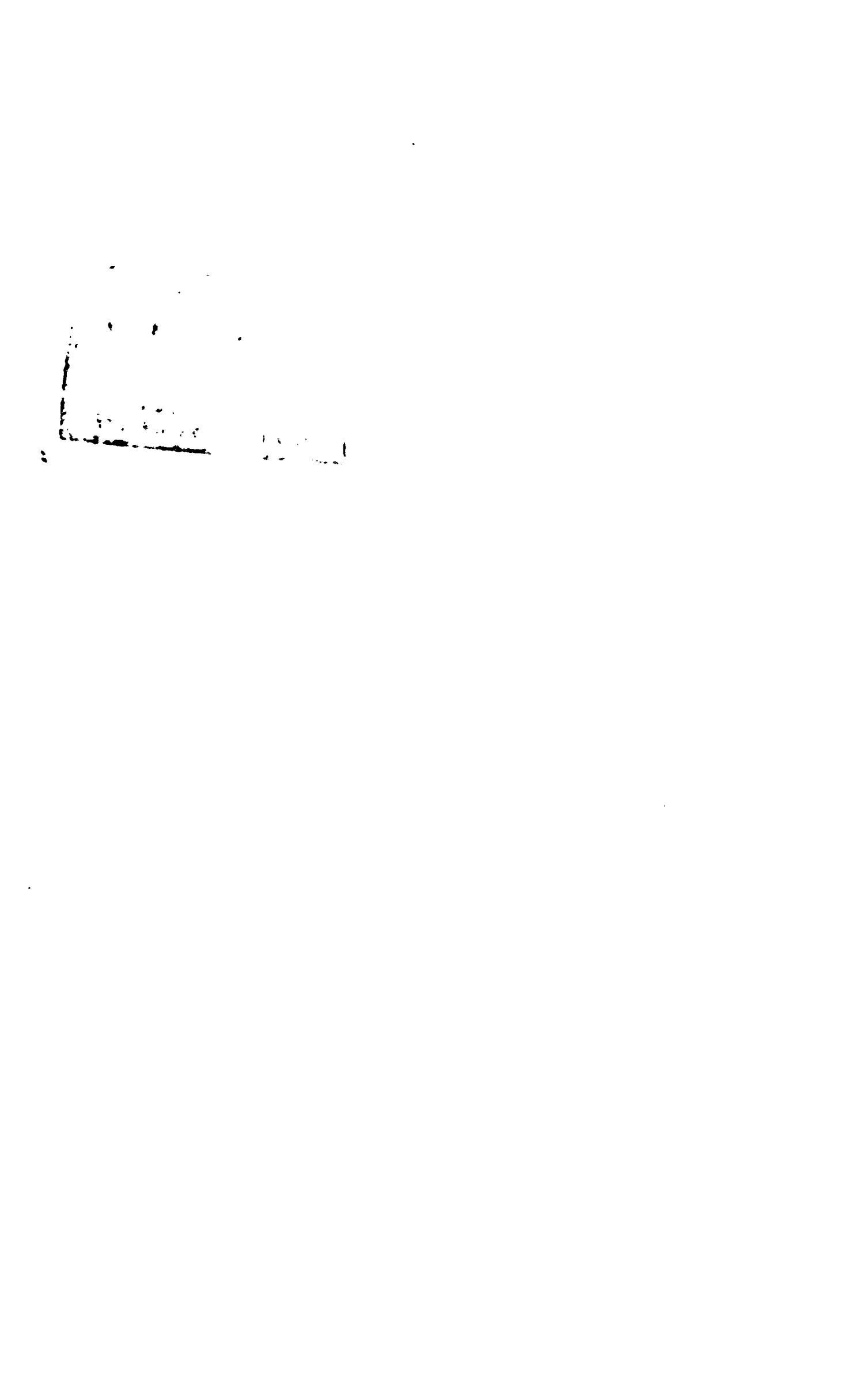
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Come to Mount Hermon station, on the Commuter & Passenger Division of the Boston & Maine Railroad, ten miles north of Greenfield, whence transportation to the school can be obtained.









**Through the Place**



# CATALOGUE

OF

## Mount Hermon School

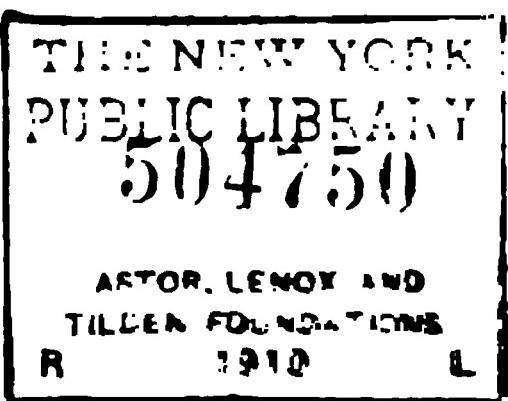
MOUNT HERMON

MASSACHUSETTS

1909-10

— — —

BRATTLEBORO:  
PRESS OF E. L. HILDRETH & CO.  
1910



"Behold, how good and how pleasant it is  
For brethren to dwell together in unity!  
It is . . .  
Like the dew of Hermon,  
That cometh down upon the mountains of Zion:  
For there the Lord commanded the blessing,  
Even life for evermore."

*Psalm 133.*

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*MOUNT HERMON SCHOOL*

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*ITEMS OF INTEREST*

**ITEMS OF INTEREST.**

First purchase of school property,	November, 1879
Mr. Camp's gift of \$25,000,	September 10, 1880
School opened for instruction,	May 4, 1881
School incorporated,	May 19, 1882
Student Volunteer Movement organized in Recitation Hall,	1886
Mr. Moody died,	December, 1899
Founder's Day (Mr. Moody's birth- day),	February 5
Number of students, Fall term, 1909,	438
Average age of students in attendance January 1, 1910.	19 years, 10 months
Average age of seniors in attendance January 1, 1910.	21 years, 6 months
First class graduated,	June, 1887
Alumni Association organized,	June, 1888
Number of graduates to date, Decem- ber, 1909,	498
Total number of students entered to date, December, 1909,	6,172
Land estate,	1.022 acres
School buildings and homes,	
Laundry, heating and light:	

**CALENDAR 1909-1911.**

Term begins . . . . .	Friday, Aug. 27, 1909
Mountain Day . . . . .	October, 1909
Thanksgiving Day . . . .	Thursday, Nov. 25, 1909
Term ends . . . . .	Thursday night, Dec. 16, 1909
Term begins . . . . .	Friday, Dec. 31, 1909
Founder's Day . . . . .	Saturday, Feb. 5, 1910
Term ends . . . . .	Thursday night, April 21, 1910
Term begins . . . . .	Friday, April 29, 1910
Independence Day . . . . .	Monday, July 4, 1910
Term ends . . . . .	Thursday night, Aug. 18, 1910
Term begins . . . . .	Friday, Sept. 2, 1910
Mountain Day . . . . .	October, 1910
Thanksgiving Day . . . .	Thursday, Nov. 24, 1910
Term ends . . . . .	Thursday night, Dec. 22, 1910
Term begins . . . . .	Friday, Jan. 6, 1911
Founder's Day . . . . .	Sunday, Feb. 5, 1911
Term ends . . . . .	Thursday night, April 27, 1911
Term begins . . . . .	Friday, May 5, 1911

1909

1910

JANUARY	FEBRUARY	MARCH	APRIL
1	1 2 3 4 5	1 2 3 4 5	1
2 3 4 5 6 7 8	6 7 8 9 10 11 12	6 7 8 9 10 11 12	3 4 5 6 7 8
9 10 11 12 13 14 15	13 14 15 16 17 18 19	13 14 15 16 17 18 19	10 11 12 13 14 15
6 17 18 19 20 21 22	20 21 22 23 24 25 26	20 21 22 23 24 25 26	17 18 19 20 21 22
13 24 25 26 27 28 29	27 28	27 28 29 30 31	24 25 26 27 28 29
10 31			

SEPTEMBER			OCTOBER			NOVEMBER					DECEMBER				
	1	2	3			1		1	2	3	4	5		1	2
4	5	6	7	8	9	10	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	9	10	11	12	13	14	15	16	17
18	19	20	21	22	23	24	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30		23	24	25	26	27	28	29	30	
							30	31							

1911

*MOUNT HERMON SCHOOL***C O R P O R A T O R S.**

**MR. HENRY H. PROCTOR**, 282 Commonwealth Avenue, Boston, Mass.

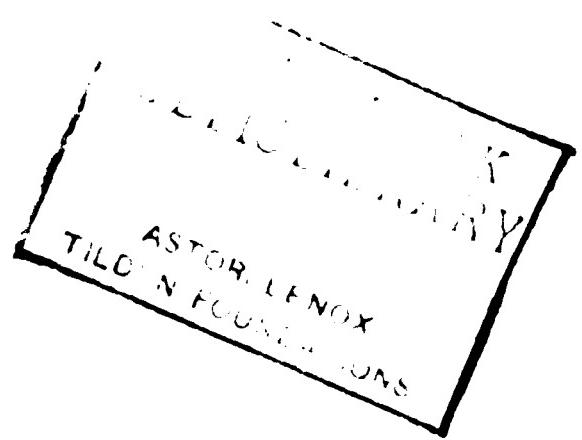
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VICE PRESIDENT

**MR. W. R. MOODY** . . . . . East Northfield, Mass.  
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REV. JOHN McDOWELL	. . . . .	Newark, N. J.
MR. H. K. McHARG	. . . . .	New York City
MR. RICHARD WHITE	. . . . .	Baltimore, Md.
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Holbrook Hall



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PHYSICS AND CHEMISTRY.

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HEAD OF DEPARTMENT OF ENGLISH BIBLE.  
THE ENGLISH BIBLE.

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ELOCUTION.

MABEL W. LEAROYD, B. A.,  
MATHEMATICS

*MOUNT HERMON SCHOOL*

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**FLORENCE WILKINS, B. A.,**  
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**LILLIAN E. BERRY,**  
**MUSIC.**

**ALBRECHT PFAEHLER,**  
**GERMAN.**

**LOUIS E. SMITH, B. A.,**  
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**GREEK AND LATIN.**

**HERBERT W. BENEDICT, B. A.,**  
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ASSISTANT IN BIOLOGY.

ROY R. HATCH,  
LABORATORY ASSISTANT.

MARY P. PARSONS, B. A.,  
LIBRARIAN.

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SECRETARY.

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STENOGRAPHER.

WILLIAM F. NICHOLS,  
CASHIER AND BOOKKEEPER.

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ASSISTANT BOOKKEEPER.

GEORGE McMILLAN,  
SUPERINTENDENT OF WORK AND BUYER.

EDWARD H. FLEMING,  
ASSISTANT TO SUPERINTENDENT OF WORK.

**COMMITTEES OF THE FACULTY.**

1909-1910.

*Executive.*

Mr. Cutler.  
 Mr. Dickerson.  
 Mr. Norton.  
 Mr. McConaughy.  
 Mr. Duley.  
 Mr. Morse.  
 Mr. Aiken.  
 Mr. Helyar.  
 Mr. McMillan.

*Discipline.*

Mr. Cutler  
 Mr. Dickerson.  
 Mr. McMillan.  
 Mr. Norton.  
 Mr. Duley.

*Library.*

Miss Parsons.  
 Mr. Morse.  
 Mr. Aiken.  
 Mr. Stark  
 Miss Radford.  
 Mr. Vaughan.

*Elective Courses.*

Mr. Dickerson.  
 Mr. Duley.  
 Mr. Norton.

*Lecture Course.*

Mr. Cutler.  
 Mr. Drury.  
 Mr. Spessard.  
 Mr. Hatch.  
 Mr. Smith.

*Teachers' Lecture Course.*

Mr. McConaughy.  
 Mr. Aiken.  
 Miss Dewey.

Mr. Drury.  
 Mr. Benedict.

*Athletics.*

Mr. Foye.  
 Mr. Helyar.  
 Mr. Patterson.  
 Mr. Ashworth.  
 Mr. Aiken.

*Anniversaries.*

Mr. Stark.  
 Mr. Ashworth.  
 Miss Learoyd.  
 Miss M. J. Miller.  
 Mr. Spessard.  
 Mr. Harrison.

*Prizes.*

Mr. Wagar.  
 Miss M. W. Miller.

**S P E C I A L   D A I L Y   B I B L E  
C O U R S E S .**

**M A Y   T O   A U G U S T ,   1 9 0 9 .**

**REV. WALLACE MACMULLEN**, pastor Madison Avenue Methodist Episcopal Church, New York City. Five studies on "SOME OF THE SPLENDORS OF THE SON OF MAN."

**REV. CHARLES R. ERDMAN, D. D.**, professor in Princeton Theological Seminary. Five studies on "THE BOOK OF LEVITICUS."

**REV. J. EAST HARRISON** of Mount Hermon School. Ten studies on "THE HEROIC AGE IN ISRAEL."

**MR. JAMES McCONAUGHEY** of Mount Hermon School. Ten studies on "DAVID—HERO, KING AND POET."

**MISS MARY E. SILVERTHORNE** of Northfield Seminary. Ten studies on "EZRA AND NEHEMIAH."

**REV. JOHN TIMOTHY STONE**, pastor of Brown Memorial Presbyterian Church, Baltimore. Ten studies on "GREAT LEADERS IN THE EARLY CHURCH."

**REV. BOYD EDWARDS**, associate pastor South Congregational Church, Brooklyn. Ten studies on "THE ANSWER OF CHRIST TO THE PROBLEMS OF LIFE."

**PROF. HENRY B. WRIGHT** of Yale University. Ten studies on "THE TEACHING OF JESUS AND THE APOSTLES REGARDING THE WILL OF GOD."

**REV. CANON CODY, D. D.**, rector St. Paul's Church, Toronto. Five studies on "SOME SPEAKERS FOR GOD IN THE ANCIENT DAYS."

**SPECIAL CHAPEL TALKS.  
SEPTEMBER TO OCTOBER, 1909.**

**REV. A. T. PIERSON, D. D., on "SPEECH, READING, AND HABITS OF STUDY."**

**THE MOUNT HERMON  
LECTURE COURSE.**

**1909-1910.**

**FALL TERM.**

- September 13. J. Woodman Babbitt, reader.  
September 27. The Barleben String Quartet.  
November 1. Lecture by Hon. George D. Alden.  
November 25. Thanksgiving Evening Concert.  
December 13. The Ernest Gamble Concert Party.

**WINTER TERM.**

- January 10. Alton Packard.  
January 17. Shakespere reading. Henry IV., by Hannibal A. Williams.  
January 31. The Sterling Jubilee Quartet.

LECTURES BEFORE THE  
SATURDAY CLUB.

1909-1910.

—  
1909.

December 4. PROF. J. W. CROOK, Department of Economics, Amherst College. "SOCIALISM, IS IT A MENACE?"

1910.

January 8. PROF. GEORGE H. BLAKESLEE, Department of History, Clark College. "HAWAII, THE GARDEN OF THE PACIFIC." (Illustrated.)

January 22. MORNAY WILLIAMS, ESQ., President New York State Conference of Charities. "CURRENT TENDENCIES IN PHILANTHROPY."

February 19. MR. SAM WALTER FOSS, Poet and Librarian, Somerville Public Library. "THE USE OF THE LIBRARY."

March 5. PRESIDENT E. D. WARFIELD, Lafayette College. "JOHN CALVIN."

March 12. DR. C. R. RICHARDS, Director Cooper Union, New York City. "INDUSTRIAL EDUCATION."

March 19. PROF. WM. NORTH RICE, Wesleyan University. "THE GRAND CANYON."

April 9. HON. PHILIP M. BROWN, United States Minister to Honduras. "CENTRAL AMERICA AND PANAMA."

**STUDENT REPRESENTATION, 1909.**

Total number of different students enrolled during  
the calendar year.

<b>UNITED STATES.</b>		<b>OTHER COUNTRIES.</b>	
New York . . .	144	England . . .	19
Massachusetts . . .	125	Canada . . .	16
Connecticut . . .	90	Japan . . .	12
Vermont . . .	49	Cuba . . .	11
New Jersey . . .	42	China . . .	10
Pennsylvania . . .	41	Greece . . .	5
Maine . . .	27	Sweden . . .	5
New Hampshire . . .	21	Turkey . . .	5
Maryland . . .	9	India . . .	4
Ohio . . .	8	Chili . . .	3
Delaware . . .	7	Ireland . . .	3
California . . .	6	Jamaica . . .	3
Illinois . . .	6	Norway . . .	3
Colorado . . .	4	Asia Minor . . .	2
Iowa . . .	4	Australia . . .	2
Michigan . . .	4	Italy . . .	2
Minnesota . . .	4	Moravia . . .	2
North Carolina . . .	4	Persia . . .	2
South Dakota . . .	4	Sardinia . . .	2
Tennessee . . .	4	Scotland . . .	2
Virginia . . .	4	Spain . . .	2
Alabama . . .	3	Wales . . .	2
Kentucky . . .	3	Austria . . .	1
Nebraska . . .	3	Bolivia . . .	1
Oregon . . .	3	Bulgaria . . .	1
Wisconsin . . .	3	Denmark . . .	1
Arkansas . . .	2	Finland . . .	1
Florida . . .	2	France . . .	1
Georgia . . .	2	Germany . . .	1
Mississippi . . .	2	Holland . . .	1
Washington . . .	2	Hungary . . .	1
West Virginia . . .	2	Korea . . .	1
Arizona . . .	1	Mexico . . .	1
Kansas . . .	1	Poland . . .	1
Louisiana . . .	1	Switzerland . . .	1
Missouri . . .	1	Uruguay . . .	1
Nevada . . .	1		
Rhode Island . . .	1		
			<hr/> <b>131</b>
			<b>642</b>



## **MOUNT HERMON BOYS' SCHOOL**

### **History and Description.**

#### **ORIGIN.**

Mount Hermon Boys' School was established by Dwight Lyman Moody. Funds were con-

some necessary changes made in the buildings, and on May 4, 1881, the school was opened. Additional tracts of land have been purchased since, so that the school now owns about one thousand acres.

The school was incorporated in 1882, under the laws of Massachusetts.

#### LOCATION.

The school is situated on the west side of the Connecticut River, opposite Northfield, on high, sloping ground, commanding an extensive view of river, valley, and mountain. The site was selected with reference to the best sanitary conditions, good drainage, pure air, excellent water; to remoteness from crowded neighborhoods, and to freedom from adverse influences often found in towns or cities. The buildings are about a mile from the Mount Hermon station on the Connecticut & Passumpsic Division of the Boston & Maine Railroad, ten miles north of Greenfield. The address for matter by mail, express or freight, is Mount Hermon, Mass.; for telegrams, via East Northfield, Mass.

#### PURPOSE.

The school is for young men of sound bodies, good minds, and high aims. It is designed for those who have already conceived a serious purpose in life; for those who are in earnest to secure a useful education;

schools, nor those who are drifting. The requirements of school life are also such as to debar those who have delicate physical constitutions.

Its aim is to furnish a thorough Christian training to young men of earnest purpose but small means. In Mr. Moody's own words: "To help young men of very limited means to get an education such as would have done me good when I was their age. I want to help them into lives that will count the most for the cause of Christ."

It further aims to care for the physical welfare of its students, to train them to industrial habits, and to give them some practical knowledge of work by requiring of each one a certain amount of manual labor daily.

### **E Q U I P M E N T .**

The equipment of the school for its work is as follows:—

#### **R E C I T A T I O N H A L L .**

This is one of the first buildings erected upon the campus. It is a brick building eighty by fifty feet, three stories high above the basement, and contains recitation rooms, and the library and reading room. In this building is also the room in which the Student Volunteer Movement was first organized in the summer of 1886.

#### **S I L L I M A N L A B O R A T O R Y .**

Silliman Laboratory, one hundred and two by fifty-two feet, was the gift of Hon. H. B. Silliman,

LL. D., a member of the Board of Trustees. It contains laboratories for physics, chemistry, biology, and agriculture, recitation rooms, and a lecture hall seating two hundred and thirty-four. The museum, a large mechanical drawing room, scientific reference library and reading room, and the office of the vice principal, are also in this building. In the basement are the workshop, storeroom, electrical testing room and a small electric light plant.

### **HOLBROOK HALL.**

Holbrook Hall, the Administration building erected in memory of Mr. George E. Holbrook of Keene, N. H., is the gift of Mrs. George E. Holbrook and her two sons, William and Edward, both graduates of the school. The building is of brick, with gray stone trimmings, and contains the offices of the Principal, Secretary, Cashier and Buyer.

On the second floor is the Trustee and Faculty room, the office of the Alumni Association Secretary, and several other offices.

In this building also is the school post office.

### **THE CHAPEL.**

The chapel, a gift to Mr. Moody on his sixtieth birthday from his friends in England and America, was erected in 1898. It is beautifully situated on an elevation near the center of the campus overlooking the Connecticut Valley. The building is constructed



**D W I G H T ' S   H O M E .**

Dwight's Home, the school hospital, was so named by Mr. D. L. Moody in memory of his grandson, little Dwight, who died November 30, 1898. The Home contains sixteen rooms, of which seven have thus far been fitted up as wards by friends of the school.

The "Eleanor Ward" was furnished by Mr. and Mrs. James McConaughy in memory of their little daughter.

three patients, was the gift of Dr. Henry Weston of Chester, Pa.

The "Irene" and "Dwight Wards," two adjoining rooms, are in memory of Irene and Dwight L. Moody, who were born at the Home before it became school property.

The "Gwendoline Ward" is the gift of Rev. G. Campbell Morgan in memory of his little daughter.

The "Sun Room," with full southern exposure, and opening onto a wide veranda, was fitted up by Mrs. D. L. Moody as a convalescent room.

The Reception Hall has also been furnished by Mr. and Mrs. Thomas G. Mathewson of East Greenwich, R. I., in memory of their son, George, who died at the Home.

#### DORMITORIES.

The largest of the dormitories is Crossley Hall, erected in 1885 and named in memory of the son of F. W. Crossley of England, a liberal supporter of the school in its early days. This is a four-story brick building with granite trimmings, and contains rooms for about one hundred and ninety students. On the second floor is the parlor and reading room.

Overtoun Hall, so named in honor of Lord Overtoun of Scotland, who gave generously toward the building, was erected in 1898. It accommodates about one hundred and twenty students.

These large halls are in charge of men teachers  
[redacted] who are assisted by student officers on each floor.

of the faculty live in these cottages. A few students occupy rooms in the farmhouses, or in the homes of teachers, or in some of the other buildings connected with the work of the school.

### **W E S T   H A L L .**

West Hall, the school dining hall, was dedicated Founder's Day, 1909. This building is colonial in style and of Harvard brick throughout with granite trimmings. It has a seating capacity of over eight hundred. The arrangements for heating and ventilating are of the latest and most approved systems and the building is lighted by electricity.

The kitchen is furnished with every facility for good service. The floor is of concrete and the entire equipment is new and of the best throughout.

### **G Y M N A S I U M .**

A new and fully equipped gymnasium is just being completed. The building is of Harvard brick with white marble trimmings and contains a running track with seventeen and a half laps to the mile and a swimming tank sixty-four by twenty feet. The gymnasium will be in charge of a director and the physical needs of the individual student will receive careful attention.

### **H E A T I N G   A N D   L I G H T I N G   P L A N T .**

A central plant for steam heating and electric lighting has just been installed.

**LAUNDRY.**

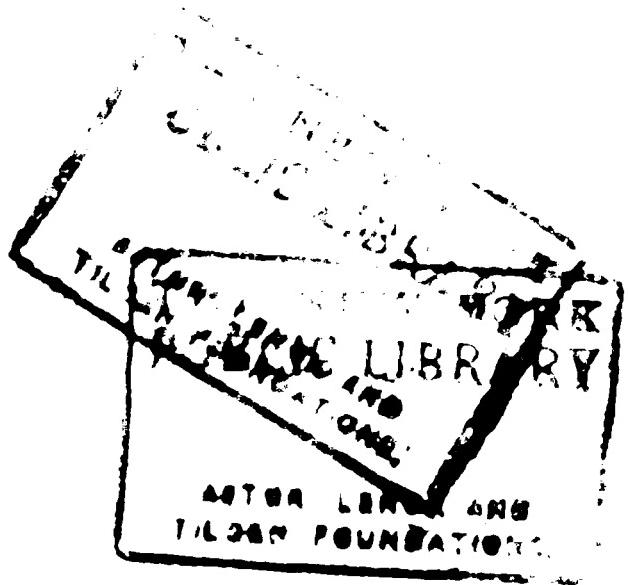
The steam laundry is well equipped, with facilities for washing both plain and starched goods. The work is done by the students under the supervision of the one in charge of the laundry.

**THE FARM.**

The farm property consists of rich arable land, upland meadow and pasture, forests, and a large campus. The arable land is devoted to the production of the most economical grain, vegetable, seed and forage crops of this region. The forests are being improved by cutting the ripe timber and by planting new trees. The large gardens and orchards, besides furnishing the school with fruit and vegetables, afford excellent opportunities for the study of the different branches of horticulture.

The farm is well stocked with cattle, horses, swine and poultry. The herd of cattle, comprising about one hundred animals, consists of pure bred and grade Holsteins and pure bred Ayrshires. In the other live-stock departments most of the animals are pure bred and of the type best suited to the conditions existing in this vicinity. The live stock is sheltered in large barns with sanitary stables, silos, creamery, granaries, and necessary out-buildings.

Though not by any means complete, the equipment for the classroom work is very good and includes a live-stock judging room, a dairy laboratory, and a laboratory for the study of problems connected with





Recitation Hall

## **II. General Information.**

### **ADMISSION.**

**A**PPLICANTS must be at least sixteen years of age, must have good health, mental ability, and moral character.

Candidates possessing the required character and ability are received without regard to their attainments in scholarship.

The aim of the school as already stated is "to help young men of very limited means to get an education." The charges are very low. A careful investigation is made of the financial standing of each applicant or his guardian. No student is eligible for admission who can afford to attend more expensive schools.

Students are received only on probation.

Application for admission should be made on the blank forms furnished by the school.

Students wishing to take up work above Second Form A are required to give evidence, either by examination or certificate, of satisfactory work done in Arithmetic, Algebra through Factoring, Grammar (and Composition), United States History, and

Entrance examinations are held on the opening days of the term. Sample examination papers are printed at the end of the catalogue and applicants not presenting certificates are urged to prepare themselves as thoroughly as possible for these examinations. Students failing to pass the entrance examinations may take up the work in class. (See Courses of Instruction, page 54.)

Candidates for admission to higher classes must give evidence either by examination or certificate of their preparation for such classes. Arrangements for entering these higher classes may be made with the heads of the various departments.

Certificates of work done in other schools may be presented for all subjects except English, Penmanship and Spelling. Blank forms for such certificates will be furnished on application. The certificates must be signed by the teacher, principal, or superintendent under whom the work was done.

These certificates may be accepted conditionally and the student placed in his course where his certificate seems to warrant. The work of his first term shall determine whether final credit shall be given for the certificate. In case of unsatisfactory class work the certificate may be disregarded and the student transferred to other classes at the discretion of the heads of the departments.

ailed. A grade of L or higher in every red for promotion. Those who receive ermi's work the grade of E may be ex-  
e final term examination.

conduct and work is indicated by four isfactory; B, unsatisfactory; C, retained D, dismissed.

ll be sent to parents when requested or c of the student is unsatisfactory.

## DIPLOMAS.

who completes an approved course will diploma. One who does not complete a receive a statement setting forth the work done by him.

## MISSION TO COLLEGE.

pal's certificate admits without examina- es and universities accepting secondary rates. The school is on the approved

An additional charge of eight dollars per term is also made to cover the expense of ordinary laundry (not including starched linen), trained nurse fee, gymnasium fee, and athletic fee.

These charges are so low that deductions cannot be made for absence, nor money refunded to students who leave before the end of a term.

For private music lessons, vocal or instrumental, once a week, including use of piano or organ for one hour's practice each day, the charge is fifteen dollars a term.

Payments should be made by express order, drafts on New York or Boston, or personal checks on banks in New England or New York City, payable to The Mount Hermon Boys' School.

The following is a statement of the necessary expenses per term:—

Board and Tuition . . . . .	\$50 00
Laundry (starched goods excepted) . . . . .	4 00
Nurse fee . . . . .	1 50
Gymnasium fee . . . . .	2 00
Athletic fee . . . . .	50
<hr/>	
Total . . . . .	\$58 00

Besides this amount the student will also need about five dollars for books, stationery, etc., over and above his expenses for traveling and for clothes. Students often have opportunities for extra work by which many earn enough to pay for books and clothing, and other necessities. Those who desire to help themselves by

in vacations is three dollars and a half a week, which is to be paid in work during the same vacation if work can be secured.

**S C H O L A R S H I P S .**

James McGranahan Scholarship, established by James McGranahan, December 16, 1885.

Reginald Talcott Scholarship, established by James Talcott, May 1, 1886.

Henry M. Moore Scholarship, established by Henry M. Moore, August 27, 1886.

Stokes Scholarship, established by Miss Olivia E. P. Stokes and Miss Caroline Stokes, June 17, 1891.

Miller Scholarships (two), established by Miss Helen M. Gould, August 16, 1895.

J. N. Harris Scholarship, established by the will of J. N. Harris, February, 1898.

Thomas E. Peck Scholarship, established by Thomas M. Peck, August 3, 1900.

Cornelia A. Kenney Scholarship, established by Asa W. Kenney, July 2, 1908.

Nathan Gold Scholarship, established by Miss Helen M. Gould, December 22, 1909.

**F O R M   O F   S C H O L A R S H I P .**

*To the Trustees of Mount Hermon Boys' School:*

I hereby give the sum of \_\_\_\_\_ dollars to be held by you in trust, the proceeds to be applied to the education of one or more worthy students, according to the rules of the school.

**FORM OF BEQUEST.**

I give and bequeath to the Trustees of Mount Hermon Boys' School, located in the town of Gill, State of Massachusetts, the sum of \_\_\_\_\_ dollars, to be safely invested by them and called the \_\_\_\_\_ Fund, and the interest thereof to be applied to the uses of the school (or specify).

**PRIZES.**

The Cambridge prize (established by students of the University of Cambridge, England) is awarded annually to some member of the graduating class for general excellence.

The Henry H. Proctor Class Day prize is awarded in April to some member of the graduating class for greatest excellence in clearness and distinctness in the delivery of his class day exercise.

Greek prize. The Greek prize, established in 1908 by the Greek students of the school, including those previously in attendance, will be awarded annually to that member of the graduating class, not a Greek, who shall be a college candidate, and who shall have made the most satisfactory record in his Greek work.

The Joseph Allen prizes of twenty and ten dollars, respectively (established by Mrs. William Skinner of Holyoke), are awarded annually for excellence in declamation.

The Alumni prizes, amounting to sixty dollars (given by the Alumni Association), are awarded annually for excellence in debate.

The Yale prize of ten dollars, established by the Yale Hermon Club, is awarded annually to the student ranking highest in the preliminary examinations for Yale or Sheffield Scientific School.

The McBurney prizes, established in 1909 by W. R. and R. M. Stockwell in memory of Robert R. McBurney, are awarded in April for excellence on the "work hour."

Other prizes are also offered from time to time for excellence in work in the different departments.

## HONORS.

The *Scholarship Honor Group* was established in the winter of 1906. Eligibility for the Group is based on the final records of each term under the following conditions:—

1. A full schedule of at least seventeen hours for First and Second Form, and eighteen hours for all other Forms.
2. At least twelve hours of E's, in the final grades.
3. Not more than five hours below G and no grade below M.
4. Students having no grade below E shall constitute a High Honor Group.

At the opening of each term the names are posted of all students who have made the Scholarship Honor Group on the work of the term just closed; also th

and work. All students who have received grade A in conduct and work for three consecutive half terms are enrolled on the Honor List and the names are posted at the opening and at the middle of each term. Enrollment on the Honor List entitles the student to the privilege of leaving the grounds without permission, provided he does not remain away over night, nor allow the absence to conflict with school duties. Misuse of this privilege may cause its withdrawal at any time. A student having this privilege who drops to grade B for any half term may be reinstated if he receives grade A for the next half term.

#### O U T F I T .

In addition to ordinary clothing, each student needs working clothes, towels, bed linen, and also a *washable* laundry bag. The laundry bag should be made of plain unbleached muslin and *with no draw string*. Pillow cases should be twenty inches by thirty-four, and sheets six feet six inches by four feet six inches. A raincoat and rubber boots are very desirable. All clothing must be plainly and permanently marked with the owner's name.

Students are advised to bring such text books and reference books as they may have, especially English Dictionary, Concordance, Bible Dictionary, Modern and Ancient Atlas.

**REGULATIONS.**

The regulations are such as are believed to be for the best interests of all members of the school.

Printed copies will be sent to all candidates accepted for admission to the school.



**ARRANGEMENT OF TERMS.**

The continuous session is a distinctive feature of the school. The full year of fifty-two weeks is divided into three terms of sixteen weeks each, with short vacations intervening. There are beginning classes each term in nearly all subjects, so that a student may enter with equal advantage at the opening of any term. A student is not expected to remain more than three terms in succession without the consent of a physician.

The term beginning the first of May and continuing till about August twentieth offers special advantages. It is not a so-called summer school, but one of the regular school terms offering all the regular studies of any other term. There is also additional opportunity for daily work in Bible under well-known Bible teachers. During the first seven weeks of the term special reviews for college entrance examinations are given in all departments. College entrance examinations are held at the school.

For the terms beginning in September and in January there are more applicants than can be received. The prospect for admission is much better if application be made for the term opening in May, and new applicants are advised to apply for admission in May whenever it can be arranged to do so.

Few places offer better facilities for summer study than Mount Hermon. The Northfield Conferences are also within reach and some of the conference speakers give addresses frequently at



Memorial Chapel

### III. General Advantages.

#### RELIGIOUS PRIVILEGES.

THE school is distinctively Christian in character. The Mount Hermon Church, formed in accordance with Mr. Moody's wishes, just before his death, promotes the spiritual life of the school and affords a channel for its religious activities. It is evangelical and Scriptural in its articles of faith and unsectarian in its spirit. Students who are already church mem-

do so. The more mature students serve with the teachers and other resident members on its committees and as its officers in the work of the church. Ministers—and occasionally laymen—of different evangelical denominations are invited to take charge of the service of worship. The pastor of the Trinitarian Church at Northfield acts as pastor of the church and preaches once each month.

The Sunday school meets weekly at the close of the morning service for the study of the International lessons. At the same hour other classes follow various Bible and mission study courses.

Besides the regular Sunday services, daily devotional exercises are held and the attendance of all students is required.

The church prayer meeting is held on Wednesday evenings, and is open to all the school.

From its organization the church has taken a deep interest in the work of missions. Usually one Sabbath service and one prayer meeting each month have missionary themes. Systematic giving by the envelope plan, after providing for the necessary home expenditures of the church, furnishes about eight hundred dollars a year to be devoted to different missionary objects. Mount Hermon has more than thirty representatives in different foreign lands and their work is kept before the church to deepen interest and incite to prayer.

The Young Men's Christian Association serves also as an aggressive religious agency. Its membership

weekly meetings in Crossley and Overtoun Halls. Receptions for new students are given at the beginning of each term. It also cares for the social rooms in Crossley and Overtoun, and supplies periodicals. In addition to the work offered by the church Sunday school, the Association provides a number of Bible classes held on the Sabbath, pursuing courses specially adapted to develop beginners, deepen Christian experience and train for Christian work.

Its White Cross Committee, by occasional addresses and by the circulation of literature, aims to deepen an intelligent interest in personal and social purity.

Under the direction of its Committee on District Work, gospel services and Sunday schools are held in the surrounding region, and coöperation is also rendered in the work of neighboring churches. Opportunity, subject to the supervision of the Faculty, is thus given to many to engage in active Christian work.

### LITERARY PRIVILEGES.

Literary societies are maintained by the students. These societies meet regularly each week and afford excellent opportunities for training in public speaking and debating.

The Good Government Club, the oldest literary society, was organized in December, 1894, its purpose "To create a desire among young men to participate in politics and to further the election of men of Christian principles." The membership is limited to thirty.

The Philomathean Literary Society was organized in 1897, with membership limited to twenty-five.

The Pierian Literary Society, with membership limited to thirty, was organized in December of 1899.

Intersociety debates are held annually in competition for the "Alumni Cup Prize," established by the Alumni Association. There is also the Alumni Prize Debate open to all members of the school.

During each term a course of four or five lectures or concerts is offered to the students at the cost of fifty cents for a season ticket. The course for 1909-10 will be found on page 18.

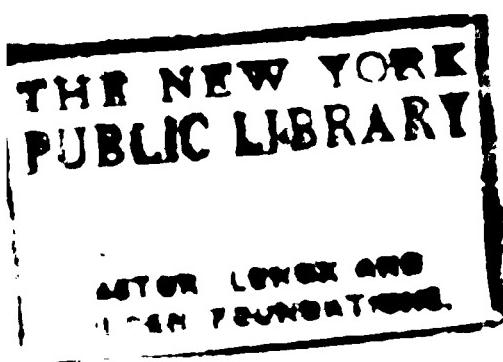
The Saturday Club was organized in 1908 for the special purpose of maintaining a course of lectures more didactic in nature than the general course. Membership is open to the Faculty and residents of the hill and students to the number of seventy-five chosen by the committee in charge from those who apply. The course for 1909-10 is given on page 19.

#### THE LIBRARIES.

The main library is in Recitation Hall, and is open morning, afternoon and evening of school days and during the afternoon on Mondays.

Books of fiction, biography and travel may be borrowed at any time for a period of two weeks with privilege of renewal, and temporary loans of works of reference are also granted. The main use of the library, however, is as a reference and reading room, and all possible encouragement is given to collateral work in connection with the various courses of study.

There is also a scientific reference library in Silli-



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The Library



Over eighty periodicals, including magazines, daily and weekly papers, are furnished for current reading.

Aside from the running expenses both libraries are supported entirely by donations. The libraries should be much larger to meet the needs of the school.

### A T H L E T I C S.

A large athletic field has been laid out for football and baseball and is provided with an oval track of three and one half laps to the mile. The Field Day of the Athletic Association is held semi-annually, and some good records have been made. Tennis courts are provided at different places on the campus, and the tournaments of the fall and summer terms develop some strong players. Baseball, football and hockey are enthusiastically followed in their seasons, and while interscholastic games are not allowed there is much interest in the interdormitory contests for prize cups. The right to wear an "H," which means excellence in football, baseball, hockey, tennis, or track sports, is most earnestly sought by the students.

In the summer suitable equipment is provided for swimming, which is under careful supervision, and in the winter there are skating and coasting. The association owns several large, well-built double-runners. The payment by each student of a nominal fee of fifty cents, which is included in his term bill, yields a sum sufficiently large to provide and repair a good athletic equipment, and gives to each student a share and interest in one of the most pleasant features of school life.

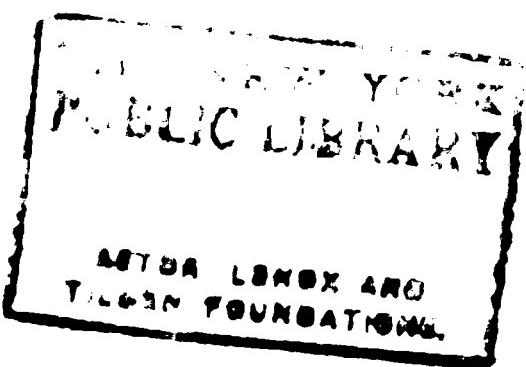
A large and well-equipped gymnasium has just been erected.

**INDUSTRIAL DEPARTMENT.**

Every student is required to work thirteen and one half hours each week at manual labor. Those who have learned a trade before entering the school are usually given work in that line, since there are shops in which the school work in carpentering, plumbing, blacksmithing, painting, etc., is carried on.

But the aim of the industrial arrangements is not so much to secure pecuniary benefit as to provide for physical culture, teach how to do various kinds of work, form habits of industry, and to inculcate right views of manual labor.





Wen Hall



## **IV. Courses of Instruction.**

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Fall and winter terms: Morning recitations begin each day, Monday excepted, at 7.35 and close at 11.45. The afternoon recitations begin at 2 o'clock and close at 4.30. Recitation periods occupy fifty minutes. Daily chapel exercises are held on school days, and there is an evening study hour beginning at 7 o'clock.

During the spring term (May to August) the schedule is so arranged that most of the recitations come in the morning.

Classes are named First, Second, Third, Fourth, Fifth and Sixth Forms, First Form being the lowest grade. Each Form is divided into two terms, A and B. The so-called High School course begins with Second Form B. The first, second and succeeding terms of a subject are named A, B, C, etc.

### **COURSES OF STUDY.**

The first three terms of all courses cover the work required for admission to the ordinary High School course, and students not sufficiently advanced to pass examinations upon this work should take these subjects in class.

Beginning with Second Form B some freedom is allowed the student in his choice of subjects. Each student is expected to submit to the Committee on Courses an outline of his full course for approval. This course should be submitted not later than the beginning of third form. Students wishing graduation from the school must include in their course the "Requirements for Graduation." (See next page.)

For the convenience of students wishing a classical preparation for college, or preparation for technical

schools, model classical and scientific courses have been outlined and are printed herewith (pages 54-57).

The model *Classical Course* is intended as a guide to students wishing preparation for admission to academic courses in any college. For Harvard, Physics is required in addition to the course outlined.

The model *Scientific Course* is intended as a guide to students wishing preparation for those technical schools which require for admission, instead of the usual amount of Latin and Greek, extended instruction in modern languages, science and mathematics. It also offers a good practical education to those who plan to go to no higher institution.

These courses may be modified, with the approval of the Committee on Courses, to meet the needs of the individual student.

#### **REQUIREMENTS FOR GRADUATION.**

*The numeral following a subject ( ) indicates the number of hours per week.*

All the work of First Form A and B, and Second Form A. (See page 54.)

Bible (2) One term taken in class for each term spent at the school. Minimum requirement—First, Second and Third Form courses and any two other terms. (Elective courses (4) or (5) are equivalent to two other terms (2).)

English (3) Eight terms.

Music (2) Two terms.

Elocution (2) Two terms.

Drawing (1) Two terms.

Algebra (5) Three terms

## *SUBJECTS OF*

**Latin (5)** Four terms, or a Mod  
terms. (Not less than four terms ex  
cepted for graduation.)

**Greek (5)** Four terms, or Physics  
A sufficient number of other ter  
dailies for each term, that is, 27 to  
Form A.

## **S U B J E C T S   O F**

*I, II, III, IV, V, VI indicate the For  
A, B, C, D, E indicate first, second  
The numeral following a subject ( ) indi  
week.*

**Bible (2)** Six Forms, also Elective  
Courses (4) or (5).

**English (3)** Eight terms (III-VI  
Forms inclusive).

**Music (2)** Two Terms (II Form).

**Elocution (2)** Two terms (IV Form).

**Drawing (1)** Three Courses.

**Penmanship (1)** and Spelling (5).

MATHEMATICS (5)

SCIENCE (5)

AGRICULTURE

LANGUAGE (5)	Reading, 1 term.
	English Grammar, A, B, C.
Latin	Beginning Latin A, B, C.
	Cæsar, A, B. Cicero, A, B. Virgil, A, B.
Greek	Beginning Greek, A, B, C.
	Xenophon, A, B. Homer, A, B.
Modern	French, A, B, C, D. German, A, B, C, D.

## **SELECTIVE COURSES OF STUDY.**

MODEL CLASSICAL COURSE)\*

The numeral following a subject ( ) indicates the number of hours per week.

## FIRST FORM.

1

BIBLE I A (2) Penmanship (1) Grammar A (5) Arithmetic A (5) U. S. History A (5)	BIBLE I B (2) Penmanship (1) Grammar B (6) Arithmetic B (5) U. S. History B and Civics (5)
<b>ALL REQUIRED</b>	

## SECOND FORM.

1

Bible II A (2)	
Music II A (2)	
Grammar C (5)	
Elementary Lessons in Science (5)	
Algebra A (5)	

### THIRD FORM.

1

**REQUIREMENT** { Bible III A (2)  
English III A (3)  
Algebra C (5)

8

**REQUIRED** { Bible III B (2)  
English III B (3)  
Geometry A (3)

POOL

## FOURTH FORM.

B

<b>A</b>	Bible (2) <i>IV A</i> or <i>Elec.</i>
<b>REQUIRED</b>	English IV A (8) Elocution IV A (2) Geometry B (5)
<b>C</b>	<i>Cesar A</i> ..... <i>Greek B</i> ..... Mod. .....  <i>Language (5) Anc.</i> ..... <i>Mathematics (5)</i> ..... <i>Science (5)</i> ..... <i>History (5)</i> ..... <i>Literature (5)</i> .....  <b>ELECTIVE</b> (10 hrs. reqd.)

<b>B</b>	Bible (2) <i>IV B</i> or <i>Elec.</i>
<b>REQUIRED</b>	English IV B (8) Elocution IV B (2) Geometry C (5)
<b>C</b>	<i>Cesar B</i> ..... <i>Greek C</i> ..... Mod. .....  <i>Language (5) Anc.</i> ..... <i>Mathematics (5)</i> ..... <i>Science (5)</i> ..... <i>History (5)</i> ..... <i>Literature (5)</i> .....  <b>ELECTIVE</b> (10 hrs. reqd.)

## MODEL CLASSICAL COURSE

55

## FIFTH FORM.

B

<b>A</b>	Bible (2) <i>V A</i> or <i>Elec.</i>
<b>REQUIRED</b>	English V A (3)
<b>C</b>	Drawing (1)  <i>Ciceron A</i> ..... <i>Xenophon A</i> ..... Mod. .....  <i>Language (5) Anc.</i> ..... <i>Mathematics (5)</i> ..... <i>Science (5)</i> ..... <i>History (5)</i> ..... <i>Literature (5)</i> .....  <b>ELECTIVE</b> (15 hrs. reqd.)

<b>A</b>	Bible (2) <i>V B</i> or <i>Elec.</i>
<b>REQUIRED</b>	English V B (3)
<b>C</b>	Drawing (1)  <i>Ciceron B</i> ..... <i>Xenophon B</i> ..... Mod. .....  <i>Language (5) Anc.</i> ..... <i>Mathematics (5)</i> ..... <i>Science (5)</i> ..... <i>History (5)</i> ..... <i>Literature (5)</i> .....  <b>ELECTIVE</b> (15 hrs. reqd.)

## SIXTH FORM.

B

<b>A</b>	Bible (2) <i>VI A</i> or <i>Elec.</i>
<b>REQUIRED</b>	English VI A (3)
<b>C</b>	<i>Virgil A</i> ..... <i>Homer A</i> ..... Mod. .....  <i>Language (5) Anc.</i> ..... <i>Mathematics (5)</i> ..... <i>Science (5)</i> ..... <i>History (5)</i> ..... <i>Literature (5)</i> .....  <b>ELECTIVE</b> (15 hrs. reqd.)

<b>A</b>	Bible (2) <i>VI B</i> or <i>Elec.</i>
<b>REQUIRED</b>	English VI B (3)
<b>C</b>	<i>Virgil B</i> ..... <i>Homer B</i> ..... Mod. .....  <i>Language (5) Anc.</i> ..... <i>Mathematics (5)</i> ..... <i>Science (5)</i> ..... <i>History (5)</i> ..... <i>Literature (5)</i> .....  <b>ELECTIVE</b> (15 hrs. reqd.)

\*Students preparing for Harvard will require Physics in addition to this course.

# ELLECTIVE COURSE OF STUDY.

(MODEL SCIENTIFIC COURSE.)

The numeral following a subject ( ) indicates the number of hours per week.

## FIRST FORM.

A	B
Bible I A (2)	Bible I B (2)
Pennmanship (1)	Pennmanship (1)
Grammar A (5)	Grammar B (5)
Arithmetic A (5)	Arithmetic B (5)
U. S. History A (5)	U. S. History B and Civics (5)

ALL REQUIRED

## SECOND FORM.

A	B
Bible II A (2)	Bible II B (2)
Music II A (2)	Music II B (2)
Grammar C (5)	Algebra B (5)
Elementary Lessons in Science (5)	<i>Latin A Mod.</i>
Algebra A (5)	<i>Physiology</i>

ELLECTIVE (10 hrs. reqd.)

## THIRD FORM.

A	B
Bible III A (2)	Bible III B (2)
English III A (3)	English III B (3)
Algebra C (5)	Geometry A (5)

ELLECTIVE (10 hrs. reqd.)

ELLECTIVE (10 hrs. reqd.)

ELLECTIVE (10 hrs. reqd.)

# MODEL SCIENTIFIC COURSE

57

## FOURTH FORM.

B

REQUIRED	Bible (2) <i>V/ A or Eloc.</i>	Mod. {	Bible (2) <i>IV' R or Eloc.</i>
	English IV A (3)		English IV B (3)
	Elocution IV A (2)		Elocution IV B (2)
ELECTIVE	Geometry B (5)	Mod. {	French A or German A
	Language (5) <i>Anc. {</i>		
	Mod. } Mathematics (5)		
ELECTIVE	Mathematics (5)	Mod. {	French A or German A
	Science (5) <i>Physics A</i>		
	History (5)		
ELECTIVE	Literature (5)		
	(10 hrs. reqd.)		
	(10 hrs. reqd.)		

## FIFTH FORM.

B

REQUIRED	Bible (2) <i>V/ A or Eloc.</i>	Mod. {	Bible (2) <i>V/ R or Eloc.</i>
	English V A (3)		
	Drawing (1)		
ELECTIVE	Language (5) <i>Anc. {</i>	Mod. {	French C or German C
	Mod. } Mathematics (5)		
	Science (5) <i>Algebra D</i>		
ELECTIVE	Mathematics (5)	Mod. {	French C or German C
	Science (5) <i>Physics C</i>		
	History (5)		
ELECTIVE	Literature (5)		
	(15 hrs. reqd.)		
	(15 hrs. reqd.)		

## SIXTH FORM.

B

REQUIRED	Bible (2) <i>V/ A or Eloc.</i>	Mod. {	Bible (2) <i>V/ R or Eloc.</i>
	English VI A (3)		
	French D or German D		
ELECTIVE	Language (5) <i>Anc. {</i>	Mod. {	French E or German E
	Mod. } Mathematics (5)		
	Science (5) <i>Solid Geometry</i>		
ELECTIVE	Mathematics (5)	Mod. {	French E or German E
	Science (5) <i>Chemistry B</i>		
	History (5)		
ELECTIVE	(15 hrs. reqd.)		
	(15 hrs. reqd.)		
	(15 hrs. reqd.)		

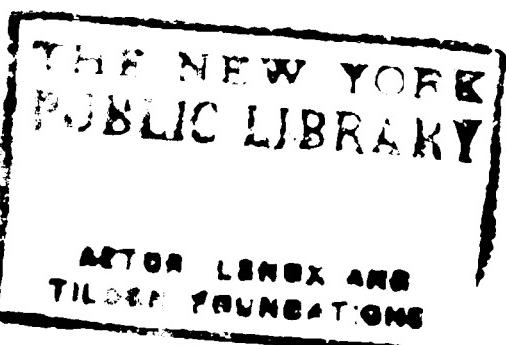
# Courses by Departments.

## THE ENGLISH BIBLE.

Rev. James McConaughy, Rev. J. East Harrison.

The study of the English Bible holds a central place in the curriculum. Regular courses have been arranged which lead progressively from elementary to more advanced Bible knowledge. The classes meet twice a week. Each student takes one course each term. For those who desire more Bible study than these regular courses afford, Elective Courses are given both daily and twice a week.

The Bible itself is the text book. Other books are used as helps but not as substitutes for it. Study outlines are furnished to the student, analyzing the books and topics studied, with questions to guide thought and investigation and with references to library helps. The results of private and class study are put by the student into orderly and permanent form in note books. Collections of photographs, both of places in Palestine and of paintings representing Bible scenes are used to illustrate the teaching, and stereopticon lectures occasionally introduce or review the courses. The teachers aim to make the student love the Book





The Elective Courses, which are open to all students who are prepared to take them, are in the summer term taught by leading Bible teachers who come to the school for that purpose.

### Course I. First Form. Twice a week.

*A Beginners' Course.* The beginner is taught to thoughtfully read the most important historical portions of the Bible, together with selections from the poetical books, the prophets and the epistles where the history has prepared him to appreciate them. A printed outline gives a portion for each day's reading, with simple, practical questions aimed to help the student in thinking out the meaning of the passage and in applying its truths to his own life. The Commandments and other selected verses and portions are memorized as the studies proceed. The most important facts of Bible geography are studied. The classroom work aims especially to fix in mind the main lines of Scripture and to apply the lessons afforded by the character studies.

### Course II. Second Form. Twice a week.

A. *Introductory Studies.* During the first term the student is taught to use the Bible as a whole and to study some of its own statements about itself, its divisions and writers, its variety and unity, and its value as God's revelation to man. Some studies are given to its different literary forms and to the manners and customs it depicts. Drill is given in the use of references and Bible helps and in the interpretation of Bible passages.

From this point on, the results of the student's work are preserved in note books, and he is taught how they should be kept.

B. *The Life of Christ.* With the second term a careful study of the four Gospels is begun. A course of study entitled "Great Events in the Life of Christ" is followed. It

has been developed in the classroom at Mount Hermon and provides for daily work by the student. During this term the events in His life are traced as far as the Feeding of the Multitude. The aim is not merely to fix in mind the great periods, with their wealth of incident and teaching, but to show the inward progress of the ministry, and the growing revelation of God's will toward man in Jesus' deeds and words.

### Course III. Third Form. Twice a week.

A. *The Life of Christ, completed.* During the first term the study of Jesus' life is completed. The great scenes from the Transfiguration, through the Peræan ministry, the visits to Jerusalem, the Passion Week, and the appearances of the Risen Lord are traced to the Ascension. The applications of each incident or discourse to Christian life and work to-day are dwelt upon.

B. *The Teachings of Christ.* During the second term the teachings of Jesus are studied topically. Such themes as God the Father, the nature and work of Christ, the Holy Spirit, man's nature and needs, salvation, the Christian in the world, the future of believers and of the impenitent are carefully studied from Jesus' own words.

### Course IV. Fourth Form. Twice a week.

*Old Testament History.* (From Creation to the time of David.) The aim of the course is to follow God's methods with man as shown in the development of the Jewish nation. As much time as possible is given to the study of special characters. The student is allowed to present either note books or essays on special topics. Collateral reading is encouraged.

A. The narrative sections of the Pentateuch.

**Course V. Fifth Form.** Twice a week.

*Old Testament History* (continued) and *Old Testament Prophecy*. This course is a continuation of Course IV, but in connection with it the study of the prophetical books is undertaken. It deals with the literary as well as with the historical aspects, the main emphasis being placed on the message of God, with the history considered as a background.

- A. From Solomon to the death of Hezekiah.
- B. From the ascension of Manasseh to the coming of Christ.

The Bible in this, as in Course IV, is the only text book, but in Course V more collateral reading is required.

**Course VI. Sixth Form.** Twice a week.

*The Life and Epistles of Paul.* A brief study of the church as represented in the opening chapters of Acts followed by a study of the life of Paul from Acts, supplemented by biographical sections from his Epistles. On this basis all of the Pauline Epistles are read, and two or three, as time allows, are studied more in detail.

**Daily Courses.**

During the summer term successive courses, each lasting about two weeks, are given daily, by Bible teachers who visit the school for that purpose. The list of these visiting teachers for the past year with their subjects will be found on page 17.

**Other Elective Courses.**

Normal courses, aimed to acquaint the student with different lines of Christian service, and give some preparation therefor, are given at least each alternate term. These courses include

Christian Association work, adapted to prepare men to take up that work.

These Daily and Elective Courses are open to all students who are prepared to benefit by them. They may be offered toward graduation as daily studies, or may be substituted for any regular Bible Courses above the Third Form, a term in the daily course being equivalent to two terms in the regular twice a week courses.

### **E N G L I S H .**

Wellington E. Aiken, Mary A. Dewey, Ethel S. Radford,  
Louis E. Smith, William Ashworth,  
Henry W. Hastings.

**Grammar.** Daily. Three terms.

A. English grammar, with special attention to sentence analysis.

Text book Buehler's *Modern English Grammar*.

B. The work of Grammar A continued, with a more careful study of the parts of speech.

Text books: Buehler's *Modern English Grammar*, Irving's *The Sketch Book*.

C. This is an advanced course in English grammar. It pre-supposes a thorough knowledge of Grammar A and B.

Text books: Buehler's *Modern English Grammar*, Buehler's *Practical Exercises in English*, Dickens' *A Christmas Carol*, Whittier's *Snow Bound*.

Composition required throughout the work in grammar.

**Third Form English.** Three times a week.

A. This course is devoted to (1) a study of paragraphs, sentence structure, and punctuation; (2) the principles of description, frequent descriptive themes.

Text books: Woolley's *Handbook of Composition*, Brooks and Hubbard's *Composition Photonis*, Lowell's *The Vision of*

B. In this course are included (1) an outline of the formation of the English language; (2) derivations of English words, figures of speech, kinds of sentences and their use; (3) narration, theme work based on narration.

Text books: Brooks and Hubbard's *Composition-Rhetoric*, Woolley's *Handbook of Composition*, Scott's *Ivanhoe*, Dickens' *A Tale of Two Cities*.

### **Fourth Form English. Three times a week.**

A. (1) Clearness, ease, and force in their relation to sentences, paragraphs, and the whole composition; (2) the principles of exposition, taught and applied in theme work.

Text books: Brooks and Hubbard's *Composition-Rhetoric*, Woolley's *Handbook of Composition*, Thackeray's *Henry Esmond*, Lamb's *Essays of Elia*.

B. In this course rhetoric is reviewed and the study of the drama is begun. Essay work is required.

Text books: Shakespere's *The Merchant of Venice*, *Julius Cæsar*.

### **Fifth Form English. Three times a week.**

A. A course in argumentation. (1) A study of logical argument and common fallacies; (2) practice in debate; (3) brief-making and written arguments.

Text books: Alden's *The Art of Debate*, Burke's *Conciliation with America*.

(V A not given in the summer term.)

B. A course in poetry. (1) The structure of English verse; (2) study of English poems.

Text books: Tennyson's *Idylls of the King*, Gayley's *Classic Myths*.

### **Sixth Form English. Three times a week.**

This is a senior course, covering work required for entrance to college. The work consists of discussion, criticism,

and examinations based on the authors read, and frequent themes and essays.

A. For study—

Shakespere's *Macbeth*, *A Midsummer Night's Dream*.

For reading—

Stevenson's *An Inland Voyage*, *Travels with a Donkey*,  
*Selected Essays*.

Coleridge's *The Ancient Mariner*.

Goldsmith's *The Deserted Village*.

B. For study—

Macaulay's *Life of Johnson*.

Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*.

For reading—

Addison's *Sir Roger de Coverley Papers*.

Arnold's *Sohrab and Rustum*.

*The Odyssey* (Lang's translation).

The work studied from III A to VI B includes the books prescribed for entrance to college. The requirements adopted in 1909 are:

For careful study—

Burke's *Conciliation with America*.

Macaulay's *Life of Johnson*.

Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*.

Shakespere's *Macbeth*.

For general reading—

Two units from each of the following groups (each unit is set off by semicolons):

- I. The *Old Testament*, comprising at least the chief narrative episodes in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, and *Daniel*, together with the books of *Ruth* and *Esther*; the *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII,

Shakespeare's *Merchant of Venice*; *A Midsummer Night's Dream*; *As You Like It*; *Twelfth Night*; *Henry the Fifth*; *Julius Caesar*.

Defoe's *Robinson Crusoe, Part I*; Goldsmith's *Vicar of Wakefield*; either Scott's *Ivanhoe* or Scott's *Quentin Durward*; Hawthorne's *House of the Seven Gables*; either Dickens' *David Copperfield* or Dickens' *Tale of Two Cities*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; George Eliot's *Silas Marner*; Stevenson's *Treasure Island*.

Bunyan's *Pilgrim's Progress, Part I*; the *Sir Roger de Coverley Papers* in the *Spectator*; Franklin's *Autobiography* (condensed); Irving's *Sketch Book*; Macaulay's *Essays on Lord Clive and Warren Hastings*; Thackeray's *English Humourists*; selections from Lincoln, including at least the two *Inaugurals*, the Speeches in *Independence Hall* and at *Gettysburg*, the *Last Public Address*, and *Letter to Horace Greeley*, along with a brief memoir or estimate; Parkman's *Oregon Trail*; either Thoreau's *Walden* or selections from Huxley's *Lay Sermons* (to be announced); Stevenson's *Inland Voyage* and *Travels with a Donkey*.

Palgrave's *Golden Treasury* (First Series). Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's *Elegy in a Country Churchyard* and Goldsmith's *Deserted Village*.

worth, Keats, and Shelley; Poe's *Raven*, Longfellow's *Courtship of Miles Standish*, and Whittier's *Snow Bound*; Macaulay's *Lays of Ancient Rome* and Arnold's *Sohrab and Rustum*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How they Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*. *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*.

### **English Literature.** Daily. Two terms.

The purpose of this course is twofold: to give the student an outline of the history of English literature; and to increase his appreciation of it by a study of selections from the best authors.

A. From Chaucer to the Nineteenth Century.

B. Nineteenth Century English literature.

Text book: Pancoast's *Introduction to English Literature*, supplemented by reference reading.

### **American Literature.** Daily. One term.

The history of American literature is outlined from the colonial period to the time of living authors. Reference reading from American authors.

### **ELOCUTION.**

Mr. Hastings.

### **Voice and Speaking.** Twice a week. Two terms.

A. This part of the course consists of a study of the elements of vocal expression. The student is taught how to use

B. More advanced work is given in the essentials of good reading and speaking. Problems in voice are applied to forms of prose and poetry, and the student is taught to prepare intelligently selections of his own choice.

### **G R E E K A N D L A T I N .**

Frank L. Duley, Stephen Stark, J. Elizabeth Bigelow,  
Camilla F. Wheeler, Herbert P. Patterson.

Much attention is given to the study of English in connection with the ancient classics. In Greek and Latin Grammar such a drill is given that students acquire a thorough knowledge of the subject. Due attention is paid to prose composition, not only work illustrative of the more important principles and idioms of syntax, but also practice in continuous prose narrative, based upon the text of the authors read. Drill in re-composition and sight-reading forms an integral part of the course, and is regarded as one of the best means of leading students into the languages.

Work in mythology, antiquities, administrative systems, and in the *life* of Greece and Rome is presented in a way to convince students that there is nothing more living to-day than the results which spring from the study of the so-called "dead languages."

### **G R E E K .**

Course I. Greek Grammar. Daily. Three terms

vocabulary. Special attention is paid to the relation of Greek to Latin and English.

Text books: Goodwin's *Greek Grammar*, Ball's *Elements of Greek*.

**Course II. Xenophon's Anabasis, Prose Composition, Sight Reading.** Daily. Two terms.

Stress is laid alike upon grammar, accurate translation, correct use of English in translating, and the historic setting of the narrative.

Text books: Goodwin & White's *Xenophon's Anabasis*, Books I-IV, Goodwin's *Greek Grammar*, Pearson's *Greek Prose Composition*.

**Course III. Xenophon's Anabasis, Homer's Iliad, Prose Composition continued, Sight Reading, Greek History.** Daily. Two terms.

This course aims to familiarize the student not only with Homeric forms but also with the life and thought of the Homeric times, and to arouse appreciation of the literary value of Homeric poems.

Text books: Pearson's *Greek Prose Composition*, Benner's *Selections from the Iliad*.

## L A T I N .

This course is arranged to meet the maximum requirements for admission to college. With this end in view the work is arranged as follows:

**Course I. Elementary Latin.** Daily. Three terms.

Thorough drill in forms syntax and vocabulary. Frequent

mythology. The connection between Latin and English is constantly emphasized.

Text book: Potter's *Elementary Course in Latin*.

### Course II. Cæsar's Gallic War. Daily. Two terms.

The four books are read in historical order. Short daily lessons in prose based directly on the text previously read. Daily recitations in grammar. During this course a general survey of the grammar is followed by detailed work in syntax.

Text books: Allen & Greenough's *New Cæsar* (with vocabulary), Barss' *Nepos*, Allen & Greenough's *New Latin Grammar*, D'Ooge's *Prose Composition*, Part I.

### Course III. Cicero and Ovid. Daily. Two terms.

1. Cicero. Two thirds of the course. The four orations against Catiline, the Manilian Law and Archias. Prose as during the course in Cæsar. Grammar as before with continued detailed work in syntax.

2. Ovid. Last third of the course. Course in rapid reading. Insistence as before upon exactness of translation, more than before upon fluency. Considerable sight reading to cultivate ability in the divining of an author's meaning. Illustrative readings from English authors. One entire period each week is taken for prose work and sight translation in Cicero.

Text books: D'Ooge's *Select Orations of Cicero*, Bain's *Poems of Ovid* (selections), Daniell's *Composition* (revised).

### Course IV. Virgil. Daily. Two terms.

Six books of the Æneid and the Eclogues. Lessons in prosody at the beginning of the course. Assigned readings also in mythology. Careless work is constantly guarded against by repeated work in grammatical construction and b

**MODERN LANGUAGES.**

Hélène A. Roux, Albrecht Pfahler, Florence Wilkins.

**Course I. French. For beginners. Daily. Four terms.**

The design of this course is to secure a thorough knowledge of the elements of grammar, pronunciation, rapid reading of easy and more difficult prose, and the recognition of words and simple phrases when spoken.

A fifth and sixth term are offered if a sufficient number elect the work.

Text books: Aldrich & Foster's *Foundations of French*, or Chardenal's *Complete Course*. Roux's *Composition based on Colomba*, François' *Advanced Composition*. Syms' *Easy Reader*. Mérimée's *Colomba*. Daudet's *Contes*, Victor Hugo's *La Chute*, Augier and Sandeau's *Le Gendre de M. Poirier* or their equivalents.

**Course II. German. For beginners. Daily. Four terms.**

The object of this course is to give the student a thorough knowledge of elementary German: viz., the essentials of accidence and syntax. To this end emphasis is laid on pronunciation, composition and grammatical drill. Sufficient attention is also given to secure reasonable ability in translating not merely easy elementary prose, but also more advanced texts. There is also continual practice in conversation.

A fifth and sixth term are offered if a sufficient number elect the work.

Text books: Spanhoofd's *Lehrbuch der Deutschen Sprache*, Spanhoofd's *Lesebuch*, Storm's *Immensee*, Heyse's *L'Arrabiata*,

**M A T H E M A T I C S.**

Lyon L. Norton, Gardiner L. Wagar, Mabel W. Learoyd,  
Herbert W. Benedict, Wilbur G. Foye.

The work in mathematics is planned to meet the requirements for admission to the best colleges and technical schools. At the same time it is made as practical and educational as possible, the ability to pass college entrance examinations not being the main object. The various subjects are taught with two distinct aims: first, to train the reasoning faculties; second, to gain a thorough knowledge of the subjects themselves as absolutely essential to the study of the higher mathematics and the natural sciences. To accomplish these ends the student is thrown upon his own resources in the solution of a large number of problems and original exercises in algebra and geometry, and much attention is given to rapid review drill in the classroom. The use of good English is insisted upon in both oral and written work as absolutely necessary to obtain the best results. *Thoroughness* and *accuracy* are the key words.

**Course I. Arithmetic.** Daily. Two terms.

Here the aim is to master the essential principles and to make the work as practical as possible. Artificial and improbable examples are avoided.

A. Factors and multiples, fractions, common and decimal<sup>1</sup>

**Course II. Algebra.** Daily. Five terms.

The course in algebra extends through five terms. Three terms' work, five times a week, is the minimum requirement for graduation from any course. This work includes the subject of quadratic equations and all that naturally precedes it.

The fourth term is required of all students who purpose entering college or technical schools. The subjects covered are ratio and proportion, variation, progressions, the binomial formula for positive integral exponents, graphs, and logarithms, together with a review of certain parts of the first three terms' work. A fifth term may be elected by those students who wish to offer advanced work in mathematics for entrance to college. When combined with solid geometry and plane trigonometry, the work covered is substantially the freshman year's work in the academic course in college. A few technical and scientific schools require this term in algebra for entrance.

Factoring and the statement of problems are emphasized throughout the entire course.

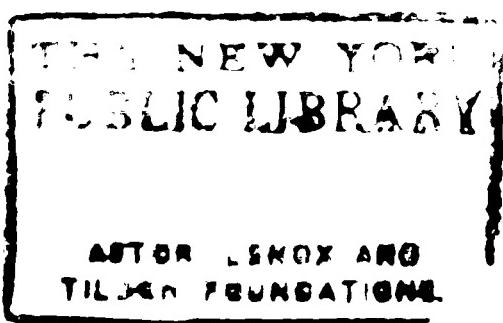
Text books: Somerville's *Elementary Algebra*, and Fisher & Schwatt's *Complete Secondary Algebra*.

**Course III. Geometry.** Daily. Four terms.

Three terms, five times a week, are given to the study of plane geometry. Original work is required from the start to the finish. The object is to develop independence and originality. For the sake of accuracy and finish each student is required to write out carefully a considerable number of original demonstrations.

Solid geometry is treated in the same manner as plane geometry, one term being given to this subject.

Text books: Wentworth's *Plane Geometry* and Phillips and Fisher's *Geometry of Space*.



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metric functions and of the fundamental trigonometric formulæ.

Facility in the use of logarithms is acquired in connection with the solution of right and oblique triangles.

Text book: Phillips & Strong's *Elements of Trigonometry*.

## THE SCIENCES.

Charles E. Dickerson, Florence E. Flagg, Mary W. Miller,  
Samuel A. Peters, Roy R. Hatch.

**Course I. Elementary Lessons in Science.** Daily.  
One term.

This course comprises a series of simple experiments and demonstrations leading up to some of those great truths of the natural sciences which should be familiar to every student. Throughout the course the student will be called upon for careful observations and accurate statements. Upon beginning the more extended work in science, whether in preparation for college or not, the student who completes this course will find himself acquainted with many fundamental terms, ideas and principles and should be able to advance rapidly. The first part of the course will be spent in the study of the elementary principles and facts in physics and chemistry, and the latter part will take up the elementary facts of animal and plant structure, the meaning and means of carrying on the fundamental processes involved in maintenance of living matter.

For the advantage of those who may care to anticipate this work and pass it off at the entrance examinations the following references are given.

For Part I as much work as is included in such books as Higgins' *First Lessons—Physics*; Roscoe's *Science Primer—Chemistry*.

For Part II, T. Jeffery Parker's *Lessons in Elementary Biology* (Macmillan), Chaps. I, II, VI, XIII, XVII.

J. A. Thomson's *Outlines of Zoölogy* (D. Appleton & Co.), Chaps. II, III.

Sedgewick & Wilson's *General Biology* (Henry Holt & Co.), Chaps. III, IV.

J. A. Thomson's *The Study of Animal Life* (Scribner's), Chaps. VIII, IX, XI.

H. W. Conn's *The Story of the Living Machine* (D. Appleton & Co.), and any good, up-to-date elementary Geology and Astronomy.

### Course II. Physiology. Daily. One term.

Instruction in this study is given with special reference to human physiology and anatomy, though comparisons are constantly being made with, and illustrations drawn from, the lower forms of animals. A thorough appreciation of personal mechanics is believed to be one of the most potent factors in assuring personal morals.

The endeavor is made to demonstrate before the class with apparatus and models, fresh or living material, the main teachings of each day's lesson. Full and neatly kept notes of these experiments are required of each student. The instructor reserves the right of collecting a small fee for materials used.

Text books: Eddy's *General Physiology and Anatomy* and *Experimental Physiology and Anatomy*.

### Course III. Zoölogy. Daily. One term.

The pursuance of this study involves attendance at lectures, oral and written recitations, and laboratory exercises. The facilities for the course include a large recitation room, a special zoölogical laboratory, a museum collection of type forms, laboratory apparatus for each individual, charts, etc. Carefully prepared note books are required of each student, and an appropriate laboratory fee is charged.

The course is devoted to a study of invertebrates and vertebrates, beginning with the simplest types of protozoa, and following the gradually increasing complexity of animal anatomy and physiology, in the different groups, up through the highest forms of organized animals.

*THE SCIENCES*

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**Course IV. Botany.** Daily. Two terms.

containing an accurate record of his work. A laboratory fee sufficient to cover breakages is charged.

Text books: Wentworth & Hill, and Millikan & Gale for Parts A and B. Jackson's *Elementary Magnetism and Electricity* for Part C.

**Course VI. Advanced Physics.** Twice a week.

Two terms.

A laboratory course in physical measurements with recitations and problems based upon the experiments is offered to those students who have taken the work in elementary physics, either here or elsewhere, as a preparation for such work, and who desire to pursue a course in physics, immediately following such preparation. The course will correspond to what is known as the advanced admission requirement in physics at Harvard College. A knowledge of plane geometry and algebra, and a familiarity with the notation used in trigonometry are necessary. A student completing the course will be credited with one term's study toward graduation. Those who intend to pursue courses in physics, chemistry, or engineering in higher institutions are advised to elect this course.

Text books: Laboratory Manual: Sabine's. References: Deschanel, and Ames.

**Course VII. General Chemistry and Qualitative Analysis.** Daily. Two terms.

The work in chemistry during the first term is devoted to general study of inorganic chemistry. Experiments in the laboratory, largely quantitative, are supplemented by lectures and recitations. Much attention is paid to the solution of elementary chemical problems, and, later in the term, to chemical theory. This course prepares the student for qualitative analysis, which is taken up in the laboratory during the second term. The laboratory work is supplemented by con-

Each student is required to keep a record of the results of his work in a note book.

Text books: Remsen's *College Chemistry*, Prescott & Johnson's *Qualitative Analysis*.

## A G R I C U L T U R E .

Frank G. Helyar, Richard E. Vaughan.

The work in agriculture is planned to meet the needs of two classes of students: those who expect to attend the agricultural college and those who intend to return to the farm. To the prospective college student the work at Mount Hermon means a preparation for a broader and a more thorough college course. The young man who intends to return to the farm will find in the work of this department instruction which will acquaint him with the principles and practices of modern agriculture.

**Course I. Agriculture.** Daily. Two terms.

### A. Soils and Fertilizers.

An elementary study of the soil, its formation, composition and physical characteristics; the management of soils, tillage, drainage; the plant and its food; fertilizers, natural and artificial, buying fertilizers, methods of mixing and application.

Open only to students who have completed the work in Elementary Science, or its equivalent.

### B. Farm Crops.

A study of farm crops, their history, importance, growth,

**Course II. Horticulture.** Daily. Two terms.**A. Vegetable Gardening.**

Principles of vegetable gardening—location and layout of gardens with reference to market and crops, glass crops, soil and its treatment, seeds and seedage, gardening tools, general management of the garden, storing, marketing and classification of crops.

**B. Fruit Growing.**

Principles of fruit growing—a study of the fundamental principles governing the successful culture of fruits; soils, location, varieties, cultivation, cover-crops, pruning, insects and diseases, spraying, harvesting, and marketing of fruits; classification and judging of common fruits.

**Course III. Landscape Gardening and Forestry.**

Three times a week. One term.

An elementary study of the principles of these subjects, giving the student an idea of the scope of each. This course will include a field study of some of the simple problems connected with these subjects.

**Course IV. Animal Husbandry.** Three terms.**A. Daily.**

A study of the essentials of stock breeding and the more important breeds of horses, cattle, sheep and swine from the standpoint of origin, development and economic peculiarities.

**B. Daily.**

A study of stock feeding and the methods of caring for the various kinds of live stock in health and disease. Stables,

performed before this class. Open to students who have passed Animal Husbandry A.

**C. Poultry Culture. Three times a week.**

A course of lectures and text-book work in the study of poultry and its management will be offered as conditions permit.

**Course V. Dairying. Daily. One term.**

A study of milk, its secretion, composition, physical properties, dairy bacteriology, conditions affecting character and food value of milk, market milk, dairy sanitation, milk testing and butter making. This course will be supplemented with such laboratory work as conditions permit and also by some original work.

**Course VI. Rural Economics. Twice a week.**

One term.

A study of the elements of rural economy designed to show the student the relation of economics to the business of farming.

## **H I S T O R Y .**

Horace H. Morse, L. Lorimer Drury.

**Course I. United States History and Civil Government. Daily. Two terms.**

A. The work of the first term in this course covers the history of our country from the time of its discovery down to the presidency of Andrew Jackson.

B. The second term is divided into two parts. The first half term is spent on the study of the period from Jackson to the present time, and during the remainder of the term the framework of our state and national governments is presented.

Special emphasis is laid upon the duties and obligations of American citizenship.

Text books: John Fiske's *History of the United States*, Boynton's *School Civics*.

**Course II. Advanced U. S. History.** Three times a week. Two terms.

This course is planned to fill the entrance requirements in United States History of colleges and technical schools.

Text book: James and Sanford's *American History*.

**Course III. Greek History.** Three times a week.  
Two terms.

A short introductory study is made of the more ancient nations, after which the history of Greece is taken up and carried from the earliest times to the fall of Corinth, 146 B. C. The political events in Greek history are used as a background to show the causes for the high development of literature and art, the real gifts of Greece to our civilization. This course, with Course IV, is required for students preparing for the academic course in college, and is elective for others.

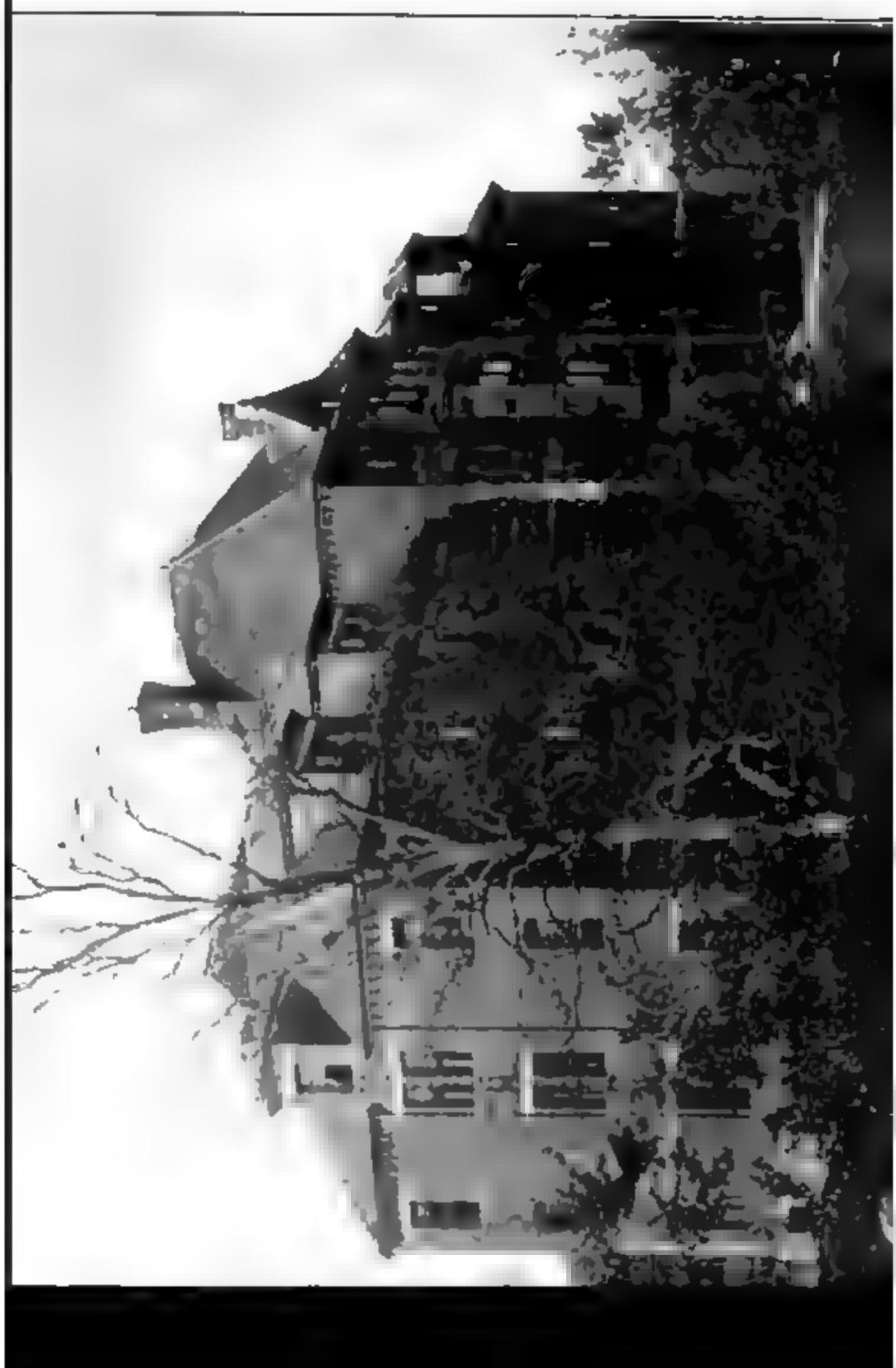
Text book: Oman's *History of Greece*.

**Course IV. Roman History.** Three times a week.  
Two terms.

In this course the history of Rome is carried from the founding of the city until the time of Charlemagne, 800 A. D. Rome's policy of expansion and incorporation is carefully followed on the map, and special attention is paid to the later period of the empire. Courses III and IV are designed to meet the full requirements of any college in ancient history and

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**Course V. English History.** Three times a week.  
Two terms.

This course is designed to meet the admission requirements of any scientific school or college. The method is similar to that of Course IV.

**Text book:** Walker's *Essentials of English History*.

### DRAWING.

Gardiner L. Wagar.

**Course I. Object Drawing.** Weekly. One term.

**Course II. Perspective Drawing.** Weekly. One term.

**Course III. Geometrical Drawing.** Weekly. Two terms.

Any two of these courses may be offered for graduation. Two terms of plane geometry should be completed before taking Course II.

### PENMANSHIP.

**Weekly.**

Students failing to pass the annual examinations in penmanship are required to take the work in class.

Both the vertical and Spencerian systems are taught.

### MUSIC.

Arthur Ray Spessard, voice; Lillian E. Berry, piano and organ.

The aim of this department is to maintain a high standard of work, and to be thorough and systematic in its teaching.

**Course I. Second Form A.** Twice a week.

For pupils who have had little or no previous training, and for such as have not studied sight singing. The science of music; keys, scales, chord formation and harmony in three parts.

**Course II. Second Form B.** Twice a week.

Four part harmony, individual chords, modulation, and harmonizing melodies.

**Course III. Elective.** Twice a week.

Sight reading in singing, voice training, solo and ensemble singing, lectures on musical forms.

**Course IV. Elective.** Twice a week.

Instruction in solo singing and conducting church music. Open only to those having completed Courses I and II, or their equivalent.

**Special Singing Practice.**

One chapel period each week is devoted to instruction and practice in chorus singing with the entire school.

**Glee Club.**

A limited number of voices are chosen by the director, for concerts and church singing.

**Orchestra.**

**Mandolin and Guitar Club.**

This organization is open to all who pass the preliminary test before the director.

No extra charge will be made for instruction in above courses.

**Private Lessons.**

## *MOUNT HERMON SCHOOL*

### **ATES, PRIZES AND HONORS FOR THE YEAR 1909.**

- - -

#### **ADUATES, APRIL CLASS.**

Oscar Gustaf Anderson.  
Julius Smith Augur.  
Harold King Chadwick.  
Arthur Pierson Curtis.  
Henry George Greenwald.  
Arthur Elbert Hopkins.  
John Hornicek.  
Demetrius Antoine Papadopoulos.  
Walter Moody Scott.  
James Ferguson Van Vechten.  
Samuel Anthony Wright.

#### **ADUATES, AUGUST CLASS.**

Nathan John Anderson.  
Earle Henry Blanchard.  
Charles Armond Carroll.  
Norman Clark.  
Floyd Homer Edmister.  
Francis Gilmore.  
Thornton Gillmor Graham.  
Arthur Stanley Hancock.  
Henry Jacobson.  
Judson Coleman King.  
Lawrence Barnes Proctor.

## *PRIZES AWARDED*

### **PRIZES AWARDED.**

**Cambridge Prize for general excellence.**

Arthur Elbert Hopkins.

**Henry H. Proctor Class Day Prize.**

Arthur Pierson Curtis.

**Greek Prize, for most satisfactory record.**

Arthur Elbert Hopkins.

**The Joseph Allen Prizes, for excellence in declamation.**

1st prize, Herman Adolph Dick.

2d prize, Dwight William Salter.

3d prize, Samuel Anthony Wright.

**Alumni Prize Debate.**

1st prize, Edward Andrew Murphy.

2d prize, Frederick William Lahr.

Winning side, Samuel Anthony Wright, Herman Adolph Dick, Frederick William Lahr.

**Benjamin P. Dwight Prizes in Science.**

For highest rank in Mechanics.

Edward Austin Aurand.

For highest rank in general Chemistry.

John Simons Coldwell.

**Inter-Society Oratorical Contest, March 6**

Two equal prizes.

**Alumni Cup Debates—Individual prizes for excellent work.****FALL TERM. 1st debate.**

Dwight William Salter, Good Government Club.

Leland C. Herrick, Pierian.

**2d debate.**

John Dayton Axtell, Philomathean.

Clarence Stoddard Goldsmith, Good Government Club.

**WINTER TERM. 3d debate.**

Edward Andrew Murphy, Pierian.

Julius Smith Augur, Philomathean.

**Royal S. Goldsbury Prize Debate.**

1st prize, Lloyd Preston Rice.

2d prize, Lowell Marion Dye.

3d prize, Judson Coleman King.

Winning side, Robert Jacob DuBois, **Lloyd Preston Rice,**  
**Lowell Marion Dye.**

**Yale Prize for best record in Yale Preliminary Examinations.**

1908 (not previously published), J. Neely Orme.

1909, Granville Newman Purington.

**SCHOLARSHIP HONOR GROUP,  
1909.**

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**Based on Final Records of the Term Indicated.**

**WINTER TERM. *Third Form.***

*Fifth Form.*

Leon A. Hausman.

*Fourth Form.*

- \*Edward A. Aurand.
- Mervin W. Bliss.
- Jerome Burtt.
- Ellis F. Clark.
- Ralph R. Curtis.
- Leon W. Dean.
- Herman A. Dick.
- Frank C. Ekstrom.
- James R. Scott.

*Third Form.*

- \*Henry Barnbrock, Jr.
- Walter R. Catching.

*Second Form.*

- Nicholas J. Cassavetes.
- Henry H. Cutler.
- Oswald H. Rankin.
- Robert H. Whetstone.

**SUMMER TERM.**

*Fifth Form.*

- Edward A. Aurand.
- Leon A. Hausman.

*Fourth Form.*

- Edward W. Bishop.
- Walter S. Griswold.

George W. Crook.

*First Form.*

- Maynard P. Beach.
- Arthur D. Brannen.
- \*William G. Chanter.
- Heber M. Cubberley.
- Herbert Dixon.
- E. Montague Hutchinson.
- Walter R. Jenkins.
- Joseph R. Kilgore.
- Edward B. Millar.
- Nestor A. Papadopoulos.

**FALL TERM.**

*Sixth Form.*

John P. Hoyt.

*Fifth Form.*

- Jerome Burtt.
- M. Howard Edwards.
- Walter S. Griswold.

*Fourth Form.*

- Edwin A. Burtt.
- Harry H. King.
- Donald S. Morrison.
- Robert H. Whetstone.

*Third Form.*

Henry Barnbrock, Jr.

---

\*No grade below E.

*MOUNT HERMON SCHOOL*

Nicholas J. Cassavetes.  
Ernest S. Clark.  
Andrew J. R. Helmus.  
Howard E. Margetts.

*Second Form.*

Maynard P. Beach.  
Herbert Dixon.  
Joseph R. Kilgore.  
William A. McIlwaine.  
Nestor A. Papadopoulos.  
Carroll Rikert.

*First Form.*

William F. Bailey.  
Thomas Bamford.  
Tallman C. Bookhout.  
Emanuel L. Chiesa.  
Ramon C. Downing.  
Onno Graalfs.  
William P. Haug.  
\*George Mair.  
Jaroslav Skala.  
Arthur W. Wainwright.

\*No grade below E.

rsion. Concordance, Cruden's or Walker's.  
reference books on different courses.

ooks and Hubbard's *Composition-Rhetoric*,  
*Handbook of Composition*, Selected Texts.

S. Curry's *Classics for Vocal Expression*.

nmar, Buehler's *Modern English Grammar*,  
*Practical Exercises in English*.

ur, Allen and Greenough's *New Latin Grammar*.

, Potter's *Elementary Course in Latin*.

ition, D'Ooge's, and Daniell's Revised.

ind Greenough's *New Cæsar with Vocabulary*.

re's *Select Orations of Cicero*.

's.

ar, Goodwin's.

, Ball's *Elements of Greek*.

sition, Pearson's *Greek Prose Composition*.

odwin and White's *Xenophon's Anabasis with  
Key, Books I-IV*.

er's.

nar, Aldrich and Foster's *Foundations of French*.

rs, Syme's *Reader*. Daudet's *Contes*.

osition, Roux's and François' Advanced.

nmar, Spanhoofd's *Lehrbuch der Deutschen  
Litteratur*.

ers. Spanhoofd's *Lesebuch*. Storm's *Immensee*.

Geometry, Plane and Solid, Wentworth's, Phillips and Fisher's.  
Trigonometry, Phillips and Strong's *Elements of Trigonometry*.

Physiology, Eddy's *General Physiology and Anatomy* and  
*Experimental Physiology and Anatomy*.

Zoölogy, Galloway's *First Course in Zoölogy*.

Botany, Gray's *Manual* and Coulter's *Plants*.

Physics, Wentworth & Hill's, Milliken & Gale's, and Sabine's.  
Jackson's *Elementary Magnetism and Electricity*.

Chemistry, Remsen's *College Chemistry*, Prescott and Johnson's *Qualitative Analysis*.

United States History and Civics, John Fiske's *History of the United States*, Boynton's *School Civics*, James and Sanford's *American History*.

Greek History, Oman's *History of Greece*.

Roman History, West's *Ancient World, Part II. Rome*.

English History, Walker's *Essentials of English History*.

English Literature, Pancoast's *Introduction to English Literature*.

American Literature, Pancoast's *Introduction to American Literature*.



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**Overline 1111**



## Mount Hermon Alumni Association.

The Mount Hermon Alumni Association was organized in 1888 for graduates only and so continued until 1900, when the membership privilege was extended to all former students who were loyal to the school and desired to keep up old friendships. The membership on January 1, 1910, was 1,259.

### Extracts from Constitution and By-Laws.

#### OBJECT.

"The object of this association shall be to encourage fellowship among the old students and to promote the interests of the school."

#### MEMBERSHIP.

"Every graduate shall become a member without election. Any person who has been a student at Mount Hermon School, and is recommended by the executive committee, is eligible for membership."

#### DUES.

"The annual dues of this association shall be one dollar."

#### OFFICERS, 1909-10.

President, John McDowell, '90.

Secretary, L. Lorimer Drury, '98.

Treasurer, Frank L. Duley, '93.

Vice Presidents, G. Gibbons Yarrow, '94; Elmer W. Keever, '98; George S. Hurst, '99; John H. Safford, '00; William Y. Duncan, '06.

The association is now carrying on the following lines of work:—

1. An annual reunion and business meeting at Mount Hermon.
2. The publication of the Mount Hermon Alumni Quarterly, which is sent to every member of the association. Subscription price fifty cents per year.
3. The Dwight L. Moody Running Expense Fund, through which contributions are made toward the support of the school.
4. The Alumni Cup Debates between representatives of the three debating societies, at the conclusion of which the cup becomes the property of the winning society for the ensuing year.
5. The Alumni Prize Debate, which is open to all the students of the school.
6. An Appointments Department where information regarding former Hermon students who are open for positions is kept on file.
7. The organization and federation of city and college clubs.

The city clubs now affiliated with the association are:—

The New York Hermon Club,

President, Rev. A. C. Fulton, 42 James Street, Newark,  
N. J.

The Hermon Club of Greater Boston,

President, Stedman Willard, 5 Lexington Road,  
Brighton, Mass.

The Springfield Hermon Club,

President, Carl G. Warner, 445 Main Street.

The Worcester Hermon Club,

President, Arthur Metcalf, 16 Orchard Avenue.

The Philadelphia Hermon Club.

The Washington Hermon Club,

President, Irving P. Tade, 120 10th Street N. E.

The Western Pennsylvania (Pittsburg) Hermon Club,

President, W. B. Covil, Jr., 810 Glen Avenue, Wilkinsburg, Pa.

The Chicago Hermon Club,

President, Wm. Ayer McKinney, Union League Club.

The Northern Ohio (Cleveland) Hermon Club,

President, Rev. C. A. Brooks, 5810 Thackeray Avenue, Cleveland, Ohio.

The Western New York (Rochester) Hermon Club,

President, Rev. Willis P. Hume, North Bergen, N. Y.

The Hartford Hermon Club,

President, Willard E. Brown, 37 Barnard Street.

The college clubs are:—

The Yale Hermon Club,

President, Wm. Y. Duncan.

The Princeton Hermon Club,

President, Frank Fritts.

The Wesleyan Hermon Club,

President, Irving L. Smith.

The Harvard Hermon Club,

President, Arthur Beane.

The Brown Hermon Club,

President, Clifton H. Walcott.

The Lafayette Hermon Club,

President, John H. Dalrymple.

Communications in regard to the association should be addressed to the Secretary, L. Lorimer Drury, Mount Hermon, Mass.

**ENTRANCE EXAMINATIONS.****ARITHMETIC.**

1. (a) Add  $2\frac{3}{4}$ ,  $7\frac{1}{8}$ ,  $5\frac{1}{2}$  and  $4\frac{5}{8}$ . (b) Add .43, 8.025, 0.0342 and 435.
2. If  $20\frac{5}{8}$  acres of land cost \$8000, what will  $13\frac{7}{8}$  acres cost?
3. (a) In 127 gallons, 3 quarts, how many gills?  
(b) Express 71 rods, 0 yards, 1 foot, 10 inches as the fraction of a mile.
4. If a rail weighs 63 lbs. to the yard, how many tons of rail will it take to lay a mile of single track railway?
5. Find the cost of  $18\frac{2}{5}$  feet of steel rail at \$.35 a foot; and  $24\frac{1}{6}$  feet at \$.456 a foot.
6. If 52% of a certain ore is lead, and  $12\frac{2}{3}\%$  of the balance is silver, how many pounds of each metal are there in a ton of ore?
7. A note of \$425.30, dated Oct. 4, 1905, and payable six months after date, was discounted Jan. 24, 1906, at 6%. Find the proceeds.
8. Find the simple interest and amount of a note for \$1200, dated Aug. 10, 1906, and paid Dec. 15, 1908, interest at 5%.
9. A collector turned over to the town treasurer the sum of \$7968, after deducting his commission of 4%. What was the amount of his commission?
10. What is the metric unit of length, of capacity, of weight? How many cubic cm. in a block of wood .8 m. long, 5 dm.

**GRAMMAR.****A**

1. Define and illustrate:

(1) adjective, (2) adverb, (3) object complement, (4) attribute complement, (5) prepositional phrase.

2. Write sentences containing:

(1) adjective clause, (2) adverbial clause, (3) infinitive phrase, (4) noun clause.

3. Analyze:

(1) He who rises late must trot all day.

(2) When men are rightly occupied, their amusement grows out of their work, as the color petals grow out of a fruitful flower.

**B**

4. Name the personal pronouns. Decline he.

5. Write sentences illustrating:

(1) subject of the infinitive, (2) nominative absolute, (3) relative pronoun, (4) transitive verb in the passive voice.

6. Write a synopsis of the verb see in the third person singular (include infinitives and participles).

7. Parse underlined words in question 3.

**C**

8. Write a short statement telling how much schooling you have had, where, and what kind of course.

9. Separate the following sentence into clauses, and give the syntax of each dependent clause:

"Truth is perhaps said to lie at the bottom of a well, because he who looks down at her sees his own image, and thinks that he has seen the goddess, and that she is far better looking than he had imagined."

## *MOUNT HERMON SCHOOL*

Use proper forms in the following sentences, and give reasons:

- (1) [Who, whom] did you say sat there?
- (2) [Who, whom] do you expect to visit you to-morrow?
- (3) I knew it was [they, them].
- (4) I knew it to be [they, them].
- (5) Please give John and [I, me] some dinner.
- (6) I wouldn't go if I were [she, her].
- (7) Every one knew it to have been [they, them].
- (8) It must have been [they, them].
- (9) Unless we hurry we [shall, will] be late.
- (10) If I [was, were] you I [should, would] be ashamed.
- (11) I wish I [was, were] a man.
- (12) I found it [lying, laying] on the floor, so I let it [lie, lay] there.
- (13) He is one of those boys who [is, are] always behind.

### **A. HISTORY.**

Locate and explain why each of the following places is important: Philadelphia, Plymouth, St. Augustine, Tippecanoe, and Yorktown.

When, why, by whom, and with what privileges was the colony of Maryland founded?

Sketch the history of the Louisiana territory, especially noting what brought about its last transfer.

Explain very briefly the matters on which political parties divided immediately after the Missouri compromise.

Tell the most important things you know about any one of the following men: Nathaniel Greene, James Madison, Thomas Jefferson.

### **B. HISTORY**

2. Trace the rise of the Kansas-Nebraska question, its chief events, and its results.
3. Name two great battles of the Civil War, tell when each was fought, and explain clearly why each was important.
4. Tell what you can about the history of the tariff.
5. What seem to you the best reasons for remembering Grant, McKinley, Cleveland?

### CIVICS.

1. For what reasons is the Congress of the United States divided into two houses? Why is each house elected in a different way?
2. What is a committee? What may a committee of the House of Representatives do with a bill submitted to it?
3. Give reasons why you believe present conditions are satisfactory or unsatisfactory in regard to the President's (a) election, (b) term of office, (c) salary, (d) powers.
4. Mention as many restrictions as you remember upon the powers of Congress and give the reasons for each.
5. Who are citizens of the United States? Mention guarantees made to them as against the states and explain how these guarantees happened to be given.

### ENGLISH BIBLE.

#### FIRST FORM A.

1. Mention in order three men and two women of whom we read in Genesis and tell two facts about each.
2. What led Moses to flee from Egypt? What led him to return there? What did he do at Mount Sinai? at Kadesh? on the plains of Moab?
3. What did Joshua do for Israel? what did Gideon? Aaron? Achan?

4. Contrast Samuel and Samson.
5. Tell very briefly the story of the first king of Israel and of the second. Which was the better man and why?
6. Describe the tabernacle. How did the temple resemble and how differ from it?
7. Who was each of the following: Rachel, Joab, Elisha, Delilah, Ahab, Absalom?

FIRST FORM B.

1. Write in order the Old Testament books from I. Samuel to Daniel, the New Testament books from Hebrews to the end.
2. Tell how the kingdom of Israel became divided into two kingdoms.
3. Mention three of the best kings of Judah after the separation and tell what each did to revive religion among his people.
4. Who were the two greatest prophets of Judah? During whose reigns did each prophesy and what was his message?
5. Who were the three chief leaders in the restoration of the people after the captivity? What was the chief work of each?
6. Describe very briefly three important events in Jesus' public ministry and tell where each occurred.
7. Mention three great leaders in the planting of the early church and tell for each (1) one fact about his relations with Jesus and (2) one fact about his work after Jesus' resurrection.
8. Who were each of the following: Stephen, Cornelius, Timothy, Ananias (both)?

**ELEMENTARY SCIENCE.****PART I.**

1. Define physics, energy, work, machine, element, chemistry, chemical action, sound, gravitation, specific gravity.
2. How does heat get to us from the sun?
3. Give an illustration of a physical change, also one of chemical change.
4. Name the three states of matter. Give two uses of a barometer.
5. Of what is the air composed? Of what is water composed? How could you prove experimentally that your answers are correct?

**PART II.**

1. Explain how food reaches the tissues of the body.
2. Describe the structure of a plant, and tell what you know of the work done in the different parts.
3. Write three sentences about each of the following heavenly bodies: sun; stars; moon; planets.
4. Define igneous rock; sandstone; fossil; marble; coral; peat; coal.
5. Tell what you can about the life history of the frog.

**A. ALGEBRA.**

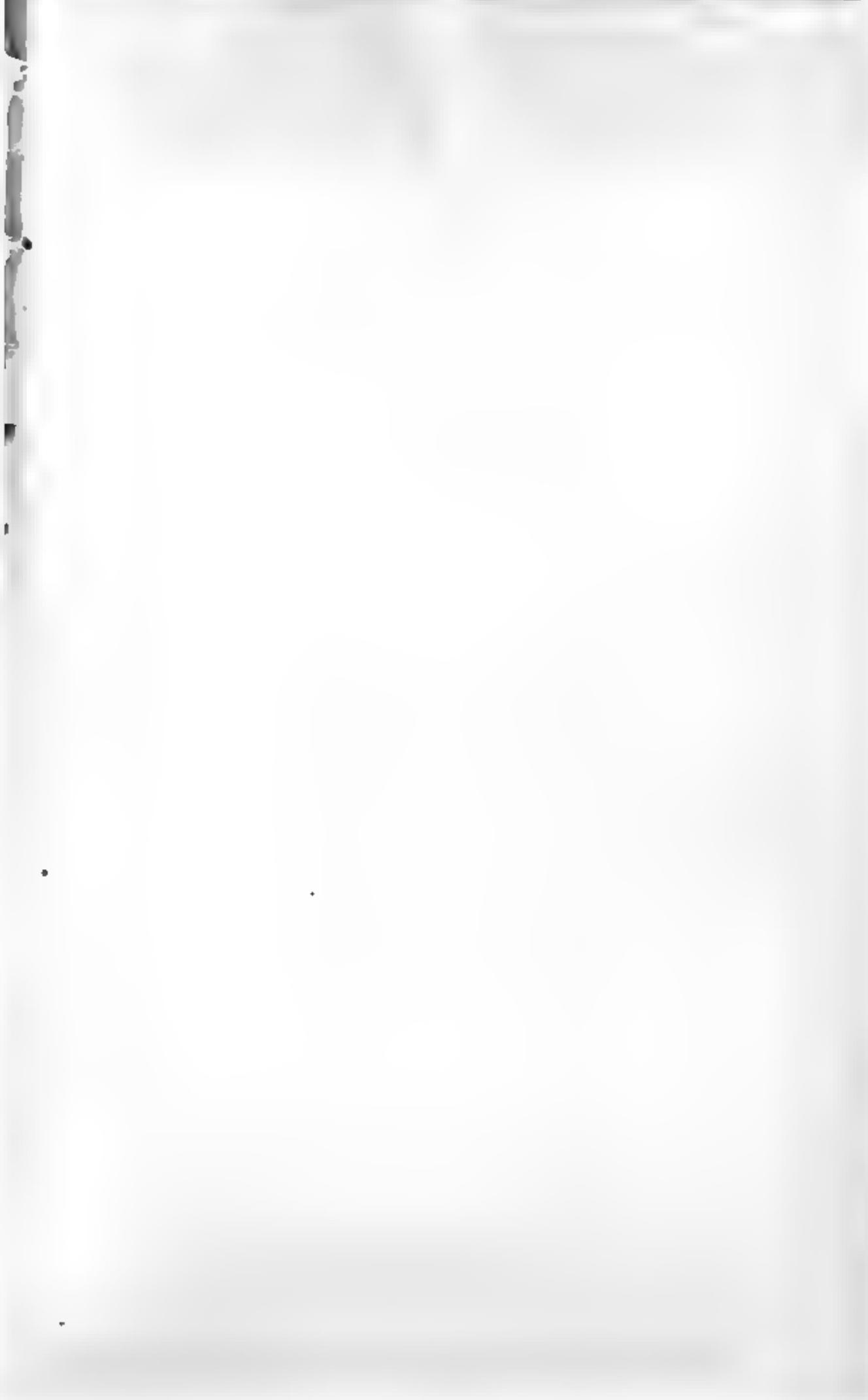
1. If a locomotive weighs three times as much as a car, and the difference between their weights is 50 tons, what does the locomotive weigh?
2. Remove parentheses and collect like terms:  
$$x - \{ 3x - [ -(-3x + 2y) + 5y ] - 3y \}.$$
3. Divide  $2a^4 + x^4 - 5a^3x - 4ax^3 + 6a^2x^2$  by  $x^2 + a^2 - ax$ .

4. Factor  $c^2 - 5c - 14$ ,  $m^2 + 6m - x^2 + 9 - 4xy - 4y^2$ ,  $x^6 - y^6$ ,  $x^6 + y^6$ .
5. Solve the equation:  $157 - 21(x+3) = 163 - 15(2x-5)$ .
6. Take  $x^2 - y^2$  from  $3xy - 4y^2$ , and add the remainder to the sum of  $4xy - x^2 - 3y^2$  and  $2x^2 + 6y^2$ .
7. Find the H. C. F. of (a)  $a^2 + ab$ , and  $a^3 - ab^2$ .  
(b)  $6x^2 - 9xy$ ,  $4x^2 - 9y^2$ , and  $6x^2 - 13xy + 6y^2$ .
8. Factor  $8a^6 + 125$ ,  $16a^4 - 81b^4$ ,  $x^4 + 5x^2 + 9$ ,  $6x^2 + 3xy - 2ax - ay$ .
9. The sum of the ages of A and B is 30 years, and 5 years hence A will be three times as old as B. Find their present ages.
10. Factor  $x^3 - y^3 - x + y$ ,  $x^2 - 4y^2 + x - 2y$ ,  $500x^2y - 20y^3$ ,  $(a+b)^4$   
-c<sup>4</sup>

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July 1929

# Catalogue

a

## Brunn Hermann School

Published by O. C. Johnson

1910-11

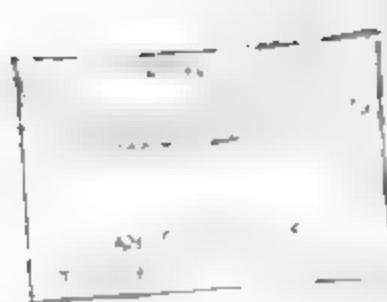
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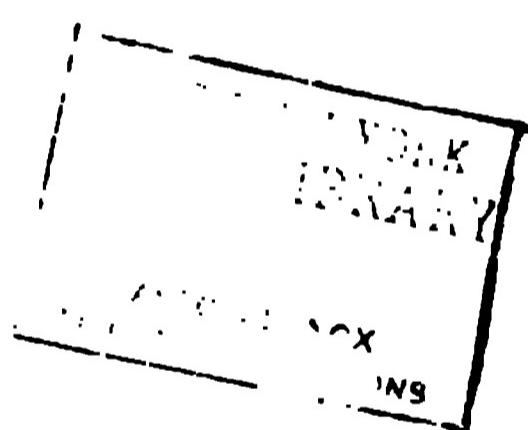
Come to Mount Union station, on the Concord & Passumpsic Division of the Boston & Maine Railroad, ten miles north of Concord, where transportation to the school can be obtained.



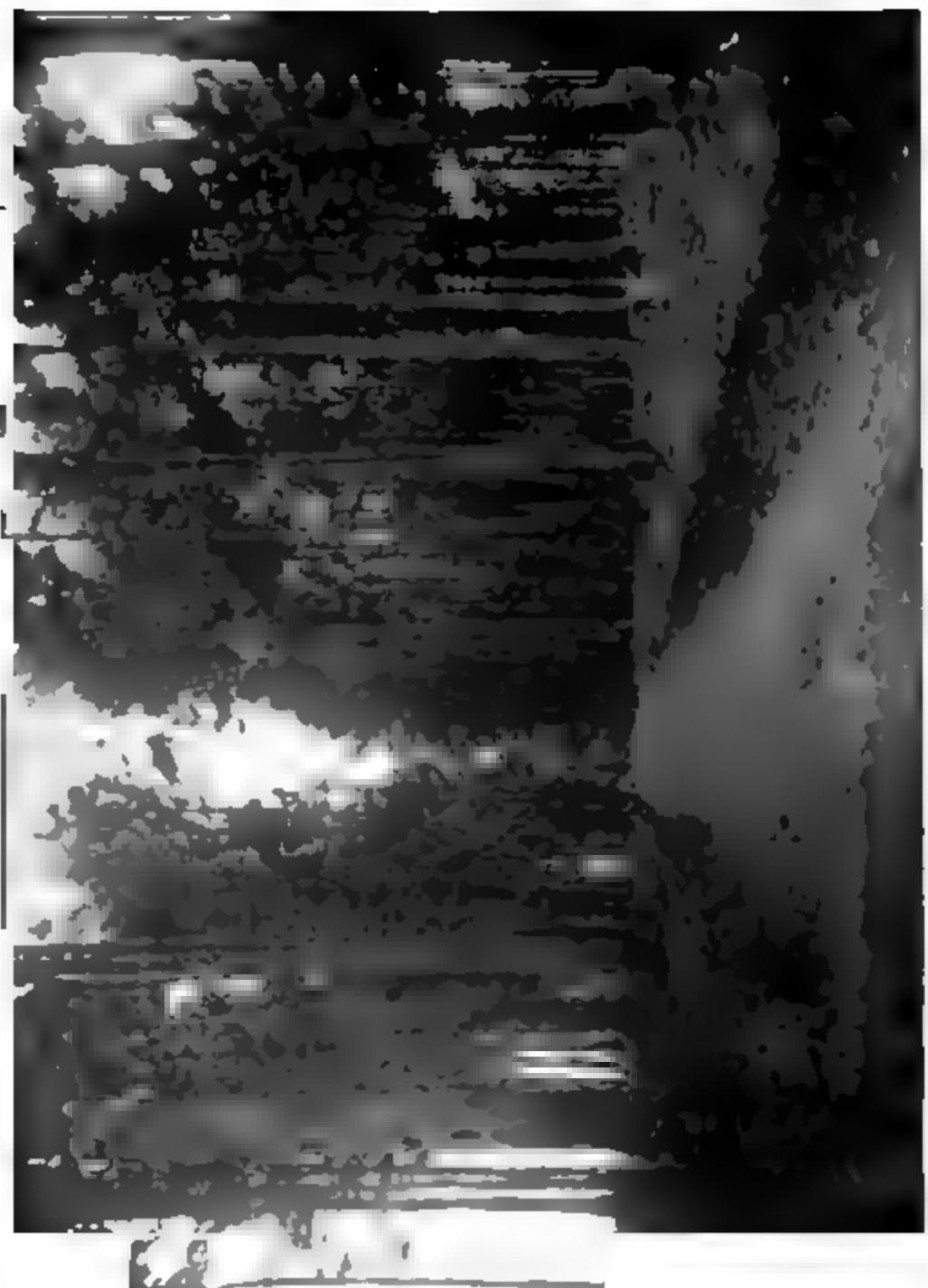
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**Through the Pines**



**CATALOGUE**

**OF**

**Mount Hermon School**

**MOUNT HERMON**

"Behold, how good and how pleasant it is  
For brethren to dwell together in unity!  
It is . . .  
Like the dew of Hermon,  
That cometh down upon the mountains of Zion:  
For there the LORD commanded the blessing,  
Even life for evermore."

*Psalm 133.*

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JAMES MEMORIAL GYMNASIUM .....	90
CAMP HALL AND THE COTTAGES .....	95
OVERTOUN HALL .....	102

**ITEMS OF INTEREST.**

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First purchase of school property,	November, 1879
Mr. Camp's gift of \$25,000,	September 10, 1880
School opened for instruction,	May 4, 1881
School incorporated,	May 19, 1882
Student Volunteer Movement organized in Recitation Hall,	1886
Mr. Moody died,	December, 1899
Founder's Day. (Mr. Moody's birth- day).	February 5
Number of students, Fall term, 1910,	521
Average age of students in attendance January 1, 1911,	19 years, 11 months
Average age of seniors in attendance January 1, 1911,	20 years, 9 months
First class graduated,	June, 1887
Alumni Association organized,	June, 1888
Number of graduates to date. Decem- ber, 1910,	536
Total number of students entered to date. December, 1910,	6,560
Land estate,	1,082 acres
School buildings and homes,	31
Laundry, heating and lighting plant, shops, barns and outbuildings for farm use.	28

**CALENDAR 1910-1912.**

Term begins . . . . .	Friday, Sept. 2, 1910
Mountain Day . . . . .	October, 1910
Thanksgiving Day . . . . .	Thursday, Nov. 24, 1910
Term ends . . . . .	Thursday night, Dec. 22, 1910
Term begins . . . . .	Friday, Jan. 6, 1911
Founder's Day . . . . .	Sunday, Feb. 5, 1911
Term ends . . . . .	Thursday night, April 27, 1911
Term begins . . . . .	Friday, May 5, 1911
Independence Day . . . . .	Tuesday, July 4, 1911
Term ends . . . . .	Thursday night, Aug. 24, 1911
Term begins . . . . .	Friday, Sept. 1, 1911
Mountain Day . . . . .	October, 1911
Thanksgiving Day . . . . .	Thursday, Nov. 30, 1911
Term ends . . . . .	Thursday night, Dec. 21, 1911
Term begins . . . . .	Friday, Jan. 5, 1912
Founder's Day . . . . .	Monday, Feb. 5, 1912
Term ends . . . . .	Thursday night, April 25, 1912
Term begins . . . . .	Friday, May 3, 1912

1910

1911

JANUARY							FEBRUARY							MARCH							APRIL							
1	2	3	4	5	6	7		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4	5	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22	23
29	30	31		26	27	28				26	27	28	29	30	31				23	24	25	26				30		
MAY							JUNE							JULY							AUGUST							
1	2	3	4	5	6		1	2	3		1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	27
28	29	30	31		25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30						

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
1 2	1 2 3 4 5 6 7	1 2 3 4	
3 4 5 6 7 8 9	8 9 10 11 12 13 14	5 6 7 8 9 10 11	3 4 5 6
10 11 12 13 14 15 16	15 16 17 18 19 20 21	12 13 14 15 16 17 18	10 11 12 13
17 18 19 20 21 22 23	22 23 24 25 26 27 28	19 20 21 22 23 24 25	17 18 19 20
24 25 26 27 28 29 30	29 30 31	26 27 28 29 30	24 25 26 27
			31

1912

*MOUNT HERMON SCHOOL***TRUSTEES AND CORPORATORS.**

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<b>WILBUR D. HENDRICK . . . . .</b>	<i>New York City.</i>



Holbrook Hall



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SUPERINTENDENT OF WORK AND BUYER.

EDWARD H. FLEMING,  
ASSISTANT TO SUPERINTENDENT OF WORK.

## COMMITTEES OF THE FACULTY.

1910-1911.

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Mr. Cutler.  
 Mr. Dickerson.  
 Mr. Norton.  
 Mr. McConaughy.  
 Mr. Stark.  
 Mr. Morse.  
 Mr. Aiken.  
 Mr. Vaughan.  
 Mr. McMillan.  
 Mr. Pfachler.  
 Mr. Yeager.

*Elective Courses.*

Mr. Dickerson.  
 Mr. Stark.  
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*Teachers' Lecture Course.*

Mr. Aiken.  
 Mr. McConaughy.  
 Miss Dewey.  
 Mr. Drury.  
 Mr. Morse.  
 Miss Bigelow.  
 Miss Willis.

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 Mr. Dickerson.  
 Mr. McMillan.  
 Mr. Norton.  
 Mr. Stark.

*Athletics.*

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 Mr. Watson.  
 Mr. Smith.  
 Mr. Benedict.  
 Mr. Foye.

*Library.*

Miss Parsons.  
 Mr. Morse.  
 Mr. Stark.  
 Mr. Pfachler.  
 Mr. Denning.  
 Miss Dewey.  
 Mr. Aiken.

*Anniversaries.*

Mr. Stark.  
 Mr. Ashworth.  
 Miss Learoyd.  
 Miss M. J. Miller.  
 Mr. Spessard.  
 Mr. Harrison.

*Prizes.*

Mr. Wagar.  
 Miss M. W. Miller.  
 Miss Learoyd.  
 Mr. Nichols.

*Lecture Course.*

Mr. Cutler.  
 Mr. Drury.  
 Mr. Somers.

**SPECIAL DAILY BIBLE  
COURSES.**

**MAY TO AUGUST, 1910.**

**REV. G. GLENN ATKINS, D. D., pastor Central Congregational Church, Providence. Ten studies on "EPHESIANS AND PHILIPPIANS."**

**REV. HAROLD PATTISON, pastor First Baptist Church, St. Paul. Ten studies on "THE TEN WORDS IN THEIR RELATION TO PRESENT PROBLEMS."**

**REV. F. B. MEYER, M. A., pastor Regent's Park Baptist Church, London. Ten studies on "THE BOOK OF EXODUS AND NEW TESTAMENT ANALOGUES."**

**REV. EDGAR WHITAKER WORK, D. D., pastor Fourth Presbyterian Church, New York City. Five studies on "COLOSSIANS." Five studies on "THE CALLS OF THE GOSPEL."**

**REV. OZORA S. DAVIS, D. D., president Chicago Theological Seminary. Ten studies on "THE LETTERS OF ST. JOHN."**

**REV. J. MONRO GIBSON, D. D., pastor St. John's Wood Presbyterian Church, London. Five studies on "IMPORTANT SUBJECTS NOW OCCUPYING MEN'S THOUGHTS."**

**REV. JOHN McDOWELL, pastor Park Presbyterian Church, Newark. Six studies on "THE FUNDAMENTALS OF CHRISTIANITY."**

**REV. F. B. H. MACPHERSON, M. A., pastor St. George's Presbyterian Church, Brondesbury, London. Four studies on "PAUL'S LETTERS TO INDIVIDUALS."**

**REV. G. CAMPBELL MORGAN, D. D., pastor Westminster Chapel, London. Four studies on "THE DIVINE LIBRARY."**

**THE MOUNT HERMON  
LECTURE COURSE.****1910-1911.****FALL TERM.**

September 26. Hannibal Williams, reader.

October 10. The Florentine Orchestra.

November 14. Lee Francis Lybarger, lecturer.

November 24. Thanksgiving Evening Concert.

**WINTER TERM.**

January 10. Thomas Brooks Fletcher, lecturer.

January 23. Chicago Glee Club.

February 20 A. Foxton Ferguson, concert lecturer.

March 6. The Sterling Jubilee Quartet.

**LECTURES BEFORE THE  
SATURDAY CLUB**

**WINTER TERM, 1911.**

— — —

- January 21. PRESIDENT W. H. P. FAUNCE, Brown University. "VOCATIONAL OR GENERAL TRAINING?"
- February 4. PROF. H. L. SEAVER, Massachusetts Institute of Technology. "PORTRAIT PAINTING."
- February 18. PROF. FREDERICK TUPPER, JR., University of Vermont. "CERTAIN PHASES OF MODERN FICTION."
- February 25. PRESIDENT KENYON L. BUTTERFIELD, Massachusetts Agricultural College. "THE COUNTRY LIFE MOVEMENT."
- March 11. REV. J. EAST HARRISON. "SOCIALISTIC LEGISLATION IN AUSTRALIA."
- March 25. PROF. E. M. LEWIS, Williams College. "ROBERT BURNS."
- (Date to be announced.) HON. WILLIAM P. DILLINGHAM, Chairman of the United States Senate Committee on Immigration. "PROBLEMS OF IMMIGRATION."

## MOUNT HERMON SCHOOL

## STUDENT REPRESENTATION, 1910.

Total number of different students enrolled during  
the calendar year.

UNITED STATES.		OTHER COUNTRIES.	
New York . . . . .	140	Canada . . . . .	21
Massachusetts . . . . .	138	England . . . . .	16
Connecticut . . . . .	98	Greece . . . . .	12
Vermont . . . . .	56	China . . . . .	9
New Jersey . . . . .	48	Cuba . . . . .	9
Pennsylvania . . . . .	46	Japan . . . . .	7
Maine . . . . .	27	Turkey . . . . .	7
Illinois . . . . .	14	Asia Minor . . . . .	4
New Hampshire . . . . .	14	Ireland . . . . .	4
Rhode Island . . . . .	10	Italy . . . . .	4
Ohio . . . . .	7	Sweden . . . . .	4
California . . . . .	6	Chili . . . . .	3
Virginia . . . . .	6	India . . . . .	3
Colorado . . . . .	5	Scotland . . . . .	3
Iowa . . . . .	5	Spain . . . . .	3
Kentucky . . . . .	5	Holland . . . . .	2
Arkansas . . . . .	4	Mexico . . . . .	2
Maryland . . . . .	4	Norway . . . . .	2
Michigan . . . . .	4	Persia . . . . .	2
Nebraska . . . . .	4	Switzerland . . . . .	2
Wisconsin . . . . .	3	Wales . . . . .	2
Delaware . . . . .	2	West Indies . . . . .	2
Florida . . . . .	2	Alaska . . . . .	1
Kansas . . . . .	2	Austria . . . . .	1
Minnesota . . . . .	2	Bohemia . . . . .	1
Nevada . . . . .	2	Denmark . . . . .	1
Oregon . . . . .	2	Germany . . . . .	1
South Dakota . . . . .	2	Hawaii . . . . .	1
Tennessee . . . . .	2	Hungary . . . . .	1
West Virginia . . . . .	2	Korea . . . . .	1
Alabama . . . . .	1	Liberia . . . . .	1
Arizona . . . . .	1	Moravia . . . . .	1
District of Columbia . . . . .	1	Netherlands . . . . .	1
Georgia . . . . .	1	Poland . . . . .	1
Mississippi . . . . .	1	Russia . . . . .	1
Missouri . . . . .	1	South Africa . . . . .	1
Montana . . . . .	1	Uruguay . . . . .	1
Oklahoma . . . . .	1		



## The Mount Hermon Boys' School

May 4, 1881, the school was opened. Additional tracts of land have been purchased since, so that the school now owns about one thousand acres.

The school was incorporated in 1882, under the laws of Massachusetts.

#### **LOCATION.**

The school is situated on the west side of the Connecticut River, opposite Northfield, on high sloping ground, commanding an extensive view of river, valley, and mountain. The site was selected with reference to the best sanitary conditions, good drainage, pure air, excellent water; to remoteness from crowded neighborhoods, and to freedom from adverse influences often found in towns or cities. The buildings are about a mile from the Mount Hermon station on the Connecticut & Passumpsic Division of the Boston & Maine Railroad, ten miles north of Greenfield. The address for matter by mail, express or freight, is Mount Hermon, Mass.; for telegrams, via East Northfield, Mass.

#### **PURPOSE.**

The school is for young men of sound bodies, good minds, and high aims. It is designed for those who have already conceived a serious purpose in life; for those who are in earnest to secure a useful education; for those who desire to know more of the Bible.

ments of school life are also such as to debar those who have delicate physical constitutions.

Its aim is to furnish a thorough Christian training to young men of earnest purpose but small means. In Mr. Moody's own words: "To help young men of very limited means to get an education such as would have done me good when I was their age. I want to help them into lives that will count the most for the cause of Christ."

It further aims to care for the physical welfare of its students, to train them to industrial habits, and to give them some practical knowledge of work by requiring of each one a certain amount of manual labor daily..

### **E Q U I P M E N T .**

The equipment of the school for its work is as follows:—

#### **R E C I T A T I O N   H A L L .**

This is one of the first buildings erected upon the campus. It is a brick building eighty by fifty feet, three stories high above the basement, and contains recitation rooms, and the library and reading room. In this building is also the room in which the Student Volunteer Movement was first organized in the summer of 1886.

#### **S I L L I M A N   L A B O R A T O R Y .**

Silliman Laboratory, one hundred and two by fifty-two feet, was the gift of Hon. H. B. Silliman,

LL. D., a member of the Board of Trustees from 1888 until his death in May, 1910. It contains laboratories for physics, chemistry, biology, and agriculture, recitation rooms, and a lecture hall seating two hundred and thirty-four. The museum, a large mechanical drawing room, scientific reference library and reading room, and the office of the vice principal, are also in this building. In the basement are the workshop, storeroom, electrical testing room, and a small electric light plant.

### HOLBROOK HALL.

Holbrook Hall, the Administration building erected in memory of Mr. George E. Holbrook of Keene, N. H., is the gift of Mrs. George E. Holbrook and her two sons, William and Edward, both graduates of the school. The building is of brick, with gray stone trimmings, and contains the offices of the Principal, Secretary, Cashier, and Buyer.

On the second floor is the Trustee and Faculty room, the office of the Alumni Association Secretary, and several other offices.

In this building also is the school post office.

### THE CHAPEL.

The chapel, a gift to Mr. Moody on his sixtieth birthday from his friends in England and America, was erected in 1898. It is beautifully situated on an elevation near the center of the campus overlooking



#### DWIGHT'S HOME.

Dwight's Home, the school hospital, was so named by Mr. D. L. Moody in memory of his grandson, little Dwight, who died November 30, 1898. The Home contains sixteen rooms, of which seven have thus far been fitted up as wards by friends of the school.

The "Eleanor Ward" was furnished by Mr. and Mrs. James McConaughy in memory of their little daughter.

The "Huston Ward" of two rooms is in memory of Dr. Charles Huston and was furnished by his daughter, Miss A. L. Huston, of Germantown, Pa.

The "Weston Ward," with accommodations for three patients, was the gift of Dr. Henry Weston of Chester, Pa.

The "Irene" and "Dwight Wards," two adjoining rooms, are in memory of Irene and Dwight L. Moody, who were born at the Home before it became school property.

The "Gwendoline Ward" is the gift of Rev. G. Campbell Morgan in memory of his little daughter.

The "Sun Room," with full southern exposure, and opening onto a wide veranda, was fitted up by Mrs. D. L. Moody as a convalescent room.

The Reception Hall has also been furnished by Mr. and Mrs. Thomas G. Mathewson of East Greenwich, R. I., in memory of their son, George, who died at the Home.

#### **DORMITORIES.**

Crossley Hall, destroyed by fire January 5, 1911. It is expected that a new building will be ready for occupancy at the opening of the fall term.

Overtoun Hall, so named in honor of Lord Overtoun of Scotland, who gave generously toward the building, was erected in 1898. It accommodates about one hundred and twenty students.

These large halls are in charge of men teachers who are assisted by student officers on each floor.

Camp Hall, named for Mr. Hiram Camp, the first President of the Board of Trustees, is occupied this year by about seventy students under the English dormitory system. The Hall is in charge of a teacher with assistant officer.

There are, in addition to these halls, three cottages,

occupy rooms in the farmhouses, or in the homes of teachers, or in some of the other buildings connected with the work of the school.

### **W E S T   H A L L .**

West Hall, the school dining hall, was dedicated Founder's Day, 1909. This building is colonial in style and of Harvard brick throughout with granite trimmings. It has a seating capacity of over eight hundred. The arrangements for heating and ventilating are of the latest and most approved systems and the building is lighted by electricity.

The kitchen is furnished with every facility for good service. The floor is of concrete and the entire equipment is new and of the best throughout.

### **J A M E S   M E M O R I A L   G Y M N A S I U M .**

The new gymnasium building, constructed of Harvard brick and trimmed with white marble, is one of the finest among the secondary schools of the East. The usual equipment, which is modern and quite sufficient for the needs of the school, includes also a running track of seventeen and a half laps to the mile, a swimming tank sixty-four by twenty feet, twenty shower baths with hot and cold water, and five hundred steel lockers. The building is in charge of a director and the physical needs of the individual student receive careful attention.

### **H E A T I N G   A N D   L I G H T I N G   P L A N T .**

A central plant for steam heating and electric lighting has just been installed.

## MOUNT HERMON SCHOOL

### LAUNDRY.

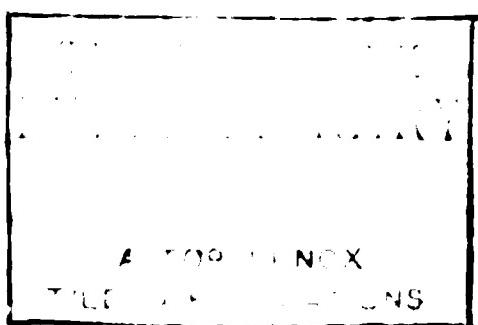
The steam laundry is well equipped, with facilities for washing both plain and starched goods. The work is done by the students under the supervision of the one in charge of the laundry.

### THE FARM.

The farm property consists of rich arable land, up-land meadow and pasture, forests, and a large campus. The arable land is devoted to the production of the most economical grain, vegetable, seed, and forage crops of this region. The forests are being improved by cutting the ripe timber and by planting new trees. The large gardens and orchards, besides furnishing the school with fruit and vegetables, afford excellent opportunities for the study of the different branches of horticulture.

The farm is well stocked with cattle, horses, swine, and poultry. The herd of cattle, comprising about one hundred animals, consists of pure bred Holsteins and Ayrshires. In the other live-stock departments most of the animals are pure bred and of the type best suited to the conditions existing in this vicinity. The equipment includes large barns with sanitary stables, silos, creamery, granaries, poultry houses, piggery, and necessary out-buildings.

Though not by any means complete, the equipment for the classroom work is very good and includes a live-stock judging room, a dairy laboratory, and a laboratory for the study of problems connected with





Recitation Hall

## II. General Information.

### ADMISSION.

**A**PPLICANTS must be at least sixteen years of age, must have good health, mental ability, and moral character.

Candidates possessing the required character and ability are received without regard to their attainments in scholarship.

The aim of the school as already stated is "to help young men of very limited means to get an education." The charges are very low. A careful investigation is made of the financial standing of each applicant or his guardian. No student is eligible for admission who can afford to attend more expensive schools.

Students are received only on probation.

Application for admission should be made on the blank forms furnished by the school.

Students wishing to take up work above Second Form A are required to give evidence, either by examination or certificate, of satisfactory work done in Arithmetic, Algebra through Factoring, Grammar (and Composition), United States History and Civics, Elementary Science, Singing, and English Bible. Examination will be required in English, Penmanship, and Spelling.

Entrance examinations are held on the opening days of the term. Sample examination papers are printed at the end of the catalogue and applicants not presenting certificates are urged to prepare themselves as thoroughly as possible for these examinations. Students failing to pass the entrance examinations may take up the work in class. (See Courses of Instruction, page 54.)

Candidates for admission to higher classes must give evidence, either by examination or certificate, of their preparation for such classes. Arrangements for entering these higher classes may be made with the heads of the various departments.

Certificates of work done in other schools may be presented for all subjects except English, Penmanship, and Spelling. Blank forms for such certificates will be furnished on application. The certificates must be signed by the teacher, principal, or superintendent under whom the work was done.

These certificates may be accepted conditionally and the student placed in his course where his certificate seems to warrant. The work of his first term shall determine whether final credit shall be given for the certificate. In case of unsatisfactory class work the certificate may be disregarded and the student transferred to other classes at the discretion of the heads of the departments.

student's average daily rank, determine his standing and promotion.

Grading in scholarship is indicated by six letters: E, excellent; G, good; M, medium; L, low; C, conditioned; F, failed. A grade of L or higher in every study is required for promotion. Those who receive for the full term's work the grade of E may be excused from the final term examination.

Grading in conduct and work is indicated by four letters: A, satisfactory; B, unsatisfactory; C, retained on probation; D, dismissed.

Reports will be sent to parents when requested or when the rank of the student is unsatisfactory.

### **D I P L O M A S .**

A student who completes an approved course will receive a diploma. One who does not complete a course may receive a statement setting forth the amount of work done by him.

### **A D M I S S I O N T O C O L L E G E .**

The Principal's certificate admits without examination to colleges and universities accepting secondary school certificates. The school is on the approved list of the New England Certificate Board.

### **E X P E N S E S .**

The charge for board and tuition is fifty dollars per term, payable at the opening of each term.

*MOUNT HERMON SCHOOL*

An additional charge of eight dollars per term is also made to cover the expense of ordinary laundry (not including starched linen), trained nurse fee, gymnasium fee, and athletic fee.

These charges are so low that deductions cannot be made for absence, nor money refunded to students who leave before the end of a term.

For private music lessons, vocal or instrumental, twice a week, including use of piano or organ for one hour's practice each day, the charge is fifteen dollars a term.

Payments should be made by express order, drafts on New York or Boston, or personal checks on banks in New England or New York City, payable to The Mount Hermon Boys' School.

The following is a statement of the necessary expenses per term:—

Board and Tuition . . . . .	\$50 00
Laundry (starched goods excepted) . . . . .	4 00
Nurse fee . . . . .	1 50
Gymna-iun fee . . . . .	2 00
Athletic fee . . . . .	50
<hr/>	
Total . . . . .	\$58 00

Besides this amount the student will also need about eight dollars for books, stationery, laboratory fees, etc., over and above his expenses for traveling and for clothes. Students often have opportunities for extra work by which many earn enough to pay for books and clothing, and other necessities. Those who desire

The price for board in vacations is three dollars and a half a week, which is to be paid in work during the same vacation if work can be secured.

### S C H O L A R S H I P S .

James McGranahan Scholarship, established by James McGranahan, December 16, 1885.

Reginald Talcott Scholarship, established by James Talcott, May 1, 1886.

Henry M. Moore Scholarship, established by Henry M. Moore, August 27, 1886.

Stokes Scholarship, established by Miss Olivia E. P. Stokes and Miss Caroline Stokes, June 17, 1891.

Miller Scholarships (two), established by Miss Helen M. Gould, August 16, 1895.

J. N. Harris Scholarship, established by the will of J. N. Harris, February, 1898.

Thomas E. Peck Scholarship, established by Thomas M. Peck, August 3, 1900.

Cornelia A. Kenney Scholarship, established by Asa W. Kenney, July 2, 1908.

Nathan Gold Scholarship, established by Miss Helen M. Gould, December 22, 1909.

### F O R M   O F   S C H O L A R S H I P .

*To the Trustees of Mount Hermon Boys' School:*

I hereby give the sum of \_\_\_\_\_ dollars to be held by you in trust, the proceeds to be applied to the education of one or more worthy students, according to the rules of the school.

**FORM OF BEQUEST.**

I give and bequeath to the Trustees of Mount Hermon Boys' School, located in the town of Gill, State of Massachusetts, the sum of \_\_\_\_\_ dollars, to be safely invested by them and called the \_\_\_\_\_ Fund, and the interest thereof to be applied to the uses of the school (or specify).

**PRIZES.**

The Cambridge prize (established by students of the University of Cambridge, England) is awarded in August to some member of the graduating classes for the year for general excellence.

The Henry H. Proctor Class Day prize is awarded in April to some member of the graduating class for greatest excellence in clearness and distinctness in the delivery of his class day exercise.

Greek prize. The Greek prize, established in 1908 by the Greek students of the school, including those previously in attendance, will be awarded annually to that member of the graduating class, not a Greek, who shall be a college candidate, and who shall have made the most satisfactory record in his Greek work.

The Joseph Allen prizes of twenty and ten dollars, respectively (established by Mrs. William Skinner of Holyoke), are awarded annually for excellence in declamation.

The Alumni prizes, amounting to ninety dollars

(one-half of which is given to the Association) are awarded

Yale Hermon Club, is awarded annually to the student ranking highest in the preliminary examinations for Yale or Sheffield Scientific School.

The McBurney prizes, established in 1909 by W. R. and R. M. Stockwell in memory of Robert R. McBurney, are awarded in April for excellence on the "work hour."

The Graves prize, established in 1910 by Walter C. Graves of the class of '91, is awarded in April for excellence in essay work. The contest is limited to those students who have completed the course in English through Fourth Form.

The Founder's Day prizes, of fifteen and ten dollars respectively, established in 1910 by Rev. and Mrs. John McDowell, are offered on Founder's Day each year for the best two essays on the life and work of Dwight L. Moody. The contest is limited to the Senior classes of Mount Hermon and Northfield Seminary.

Other prizes are also offered from time to time for excellence in work in the different departments.

## HONORS.

The *Scholarship Honor Group* was established in the winter of 1906. Eligibility for the Group is based on the final records of each term under the following conditions:—

1. A full schedule of at least seventeen hours for First and Second Form, and eighteen hours for all other Forms.
2. At least twelve hours of E's, in the final grades.
3. Not more than five hours below G and no grade below M.

4. Students having no grade below E shall constitute a High Honor Group.

At the opening of each term the names are posted of all students who have made the Scholarship Honor Group on the work of the term just closed; also the names of all students enrolled for the term who have made the Group on their latest term records.

The *Honor List* is based on the marks for conduct and work. All students who have received grade A in conduct and work for three consecutive half terms are enrolled on the Honor List and the names are posted at the opening and at the middle of each term. Enrollment on the Honor List entitles the student to the privilege of leaving the grounds without permission, provided he does not remain away over night, nor allow the absence to conflict with school duties. Misuse of this privilege may cause its withdrawal at any time. A student having this privilege who drops to grade B for any half term may be reinstated if he receives grade A for the next half term.

#### OUTFIT.

In addition to ordinary clothing, each student needs a gymnasium suit, working clothes, towels, bed linen, and also a washable laundry bag. The gymnasium suit consists of a white sleeveless jersey, light gray trousers with a black braid at the side, and black gymnasium or tennis shoes. The suits can be purchased at the school at a minimum cost of two dollars and twenty-five cents. The laundry bag should be made

and sheets six feet six inches by four feet six inches. A raincoat and rubber boots are very desirable. All clothing must be plainly and permanently marked with the owner's name.

Text books and stationery and other common and necessary articles may be purchased at the store near the school.

**REGULATIONS.**

The regulations are such as are believed to be for the best interests of all members of the school

Printed copies will be sent to all candidates accepted for admission to the school.



**A R R A N G E M E N T   O F   T E R M S .**

The continuous session is a distinctive feature of the school. The full year of fifty-two weeks is divided into three terms of sixteen weeks each, with short vacations intervening. There are beginning classes each term in nearly all subjects, so that a student may enter with equal advantage at the opening of any term. A student is not expected to remain more than three terms in succession without the consent of a physician.

The term beginning the first of May and continuing till about August twentieth offers special advantages. It is not a so-called summer school, but one of the regular school terms offering all the regular studies of any other term. There is also additional opportunity for daily work in Bible under well-known Bible teachers. During the first seven weeks of the term special reviews for college entrance examinations are given in all departments. College entrance examinations are held at the school.

For the terms beginning in September and in January there are more applicants than can be received. The prospect for admission is much better if application be made for the term opening in May, and new applicants are advised to apply for admission in May whenever it can be arranged to do so.

Few places offer better facilities for summer study than Mount Hermon. The Northfield Conferences are also within reach and some of the conference speakers give addresses frequently at Mount Hermon.



**Memorial Chapel**

### **III. General Advantages.**

#### **RELIGIOUS PRIVILEGES.**

The school is distinctively Christian in character. The Mount Hermon Church, formed in accordance with the principles of the New Testament, is the religious organization of the school. The services of the church are conducted every Sabbath morning, and every other day during the week. The students are required to attend these services, and to observe the Sabbath as a day of rest and devotion. The church is open to all, and is a place of quiet and peace, where the students may find solace and comfort in their religious duties. The church is a beautiful building, with a steeple and a cross on top, and is located in the center of the school grounds. The students are taught the principles of Christianity, and are encouraged to live up to them. The church is a place of great beauty and tranquility, and is a source of great comfort and peace to the students.

unite on confession of faith are earnestly invited to do so. The more mature students serve with the teachers and other resident members on its committees and as its officers in the work of the church. Ministers—and occasionally laymen—of different evangelical denominations are invited to take charge of the service of worship. The pastor of the Trinitarian Church at Northfield acts as pastor of the church and preaches once each month.

The Sunday school meets weekly at the close of the morning service for the study of the International lessons. At the same hour other classes follow various Bible and mission study courses.

Besides the regular Sunday services, daily devotional exercises are held and the attendance of all students is required.

The church prayer meeting is held on Wednesday evenings, and is open to all the school.

From its organization the church has taken a deep interest in the work of missions. Usually one Sabbath service and one prayer meeting each month have missionary themes. Systematic giving by the envelope plan, after providing for the necessary home expenditures of the church, furnishes about eight hundred dollars a year to be devoted to different missionary objects. Mount Hermon has more than thirty representatives in different foreign lands and their work is kept before the church to deepen interest and incite to prayer.

The Sunday night service is in its charge, as well as weekly meetings in the larger dormitories and daily devotional exercises at West Hall. Receptions for new students are given at the beginning of each term. It also supplies periodicals for the dormitory parlors and Dwight's Home. In addition to the church Sunday school, the Association provides a number of Bible classes held on the Sabbath, pursuing courses specially adapted to develop beginners, deepen Christian experience, and train for Christian work.

Under the direction of its Committee on District Work, gospel services and Sunday schools are held in the surrounding region, and coöperation is also rendered in the work of neighboring churches. Opportunity, subject to the supervision of the Faculty, is thus given to many to engage in active Christian work.

### **LITERARY PRIVILEGES.**

Literary societies are maintained by the students. These societies meet regularly each week and afford excellent opportunities for training in public speaking and debating.

The Good Government Club, the oldest literary society, was organized in December, 1894, its purpose "To create a desire among young men to participate in politics and to further the election of men of Christian principles." The membership is limited to thirty.

The Philomathean Literary Society was organized in 1897, and has a membership limited to thirty.

The Pierian Literary Society, with membership limited to thirty, was organized in December of 1899.

Intersociety debates are held annually in competition for the "Alumni Cup Prize," established by the Alumni Association. There is also the Alumni Prize Debate open to all members of the school.

During each term a course of four or five lectures or concerts is offered to the students at the cost of fifty cents for season ticket. The course for 1910-11 will be found on page 18.

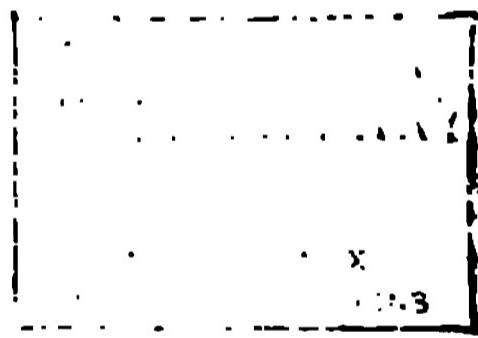
The Hayward Agricultural Society was organized in the fall of 1906 and has an average membership of twenty-five. Weekly meetings are held and the time devoted to debates and other forms of literary work connected with the study of agriculture.

The Saturday Club was organized in 1908 for the special purpose of maintaining a course of lectures more didactic in nature than the general course. Membership is open to the Faculty and residents of the hill and students to the number of one hundred chosen by the committee in charge from those who apply. The course for 1910-11 is given on page 19.

#### THE LIBRARIES.

The main library is in Recitation Hall, and is open morning, afternoon and evening of school days and during the afternoon on Mondays.

Books of fiction, biography, and travel may be borrowed at any time for a period of two weeks with privilege of renewal, and temporary loans of works of reference are also granted. The main use of the library however is as a reference and reading room.



The Library



There is also a scientific reference library in Silliman Laboratory. The total number of volumes in both collections is about 10,800.

One hundred periodicals, including magazines, daily and weekly papers, are furnished for current reading.

Aside from the running expenses both libraries are dependent entirely upon gifts. The libraries should be much larger to meet the needs of the school.

### A T H L E T I C S .

A large athletic field has been laid out for football and baseball and is provided with an oval track of three and one half laps to the mile. The Field Day of the Athletic Association is held semi-annually, and many good records have been made. Tennis courts are provided at different places on the campus, and the tournaments of the fall and summer terms develop some strong players. Baseball, football, and hockey are enthusiastically followed in their seasons, and while interscholastic games are not allowed there is much interest in the interdormitory contests for prize cups. The right to wear an "H," which means excellence in football, baseball, basket ball, hockey, tennis, or track sports, is most earnestly sought by the students.

The swimming tank in the gymnasium is open at all seasons of the year. In the winter there are skating and coasting and the usual winter sports. The association owns several large, well-built double-runners. The payment by each student of a nominal fee of fifty cents, which is included in his term bill, yields a sum sufficiently large to provide and keep in repair a good

athletic equipment, and gives to each student a share and interest in one of the most pleasant features of school life.

#### INDUSTRIAL DEPARTMENT.

Every student is required to work thirteen and one half hours each week at manual labor. Those who have learned a trade before entering the school are usually given work in that line, since there are shops in which the school work in carpentering, plumbing, blacksmithing, painting, etc., is carried on.

But the aim of the industrial arrangements is not so much to secure pecuniary benefit as to provide for physical culture, teach how to do various kinds of work, form habits of industry, and to inculcate right views of manual labor.





1

Wear Hall



## **IV. Courses of Instruction.**

Fall and winter terms: Morning recitations begin each day, Monday excepted, at 7.35 and close at 11.45. The afternoon recitations begin at 2 o'clock and close at 4.30. Recitation periods occupy fifty minutes. Daily chapel exercises are held on school days, and there is an evening study hour beginning at 7 o'clock.

During the spring term (May to August) the schedule is so arranged that most of the recitations come in the morning.

Classes are named First, Second, Third, Fourth, Fifth, and Sixth Forms, First Form being the lowest grade. Each Form is divided into two terms, A and B. The so-called High School course begins with Second Form B. The first, second and succeeding terms of a subject are named A, B, C, etc.

### **C O U R S E S   O F   S T U D Y .**

The first three terms of all courses cover the work required for admission to the ordinary High School course, and students not sufficiently advanced to pass examinations upon this work should take these subjects in class.

Beginning with Second Form B some freedom is allowed the student in his choice of subjects. Each student is expected to submit to the Committee on Courses an outline of his full course for approval. This course should be submitted not later than the beginning of third form. Students wishing graduation from the school must include in their course the "Requirements for Graduation." (See next page.)

For the convenience of students wishing a classical preparation for college, or preparation for technical schools, model classical and scientific courses have been outlined and are printed herewith (pages 54-57).

The model *Classical Course* is intended as a guide to students wishing preparation for admission to academic courses in any college. For Harvard, Physics is required in addition to the course outlined.

The model *Scientific Course* is intended as a guide to students wishing preparation for those technical schools which require for admission, instead of the usual amount of Latin and Greek, extended instruction in modern languages, science, and mathematics. It also offers a good practical education to those who plan to go to no higher institution.

These courses may be modified, with the approval of the Committee on Courses, to meet the needs of the individual student.

#### **REQUIREMENTS FOR GRADUATION.**

*The numeral following a subject ( ) indicates the number of hours per week.*

All the work of First Form A and B, and Second Form A.  
(See page 54.)

Bible (2) One term taken in class for each term spent at the school until all the regular courses have been completed. Minimum requirement where the student does not remain at the school long enough to complete the entire course—First, Second, and Third Form courses and any two other terms. (Elective courses (4) or (5) are equivalent to two other terms (2).)

English (3) Eight terms.

Music (2) Two terms.

Elocution (2) Two terms.

Drawing (1) Two terms.

Gymnasium (2) Four terms.

Algebra (5) Three terms.

**Latin (5)** Four terms, or a Modern Language (5) Four terms. (Not less than four terms of a modern language accepted for graduation.)

**Greek (5)** Four terms, or Physics (5) Three terms.

A sufficient number of other term dailies to make three dailies for each term, that is, 27 term dailies above Second Form A.

## S U B J E C T S O F F E R E D .

*I, II, III, IV, V, VI indicate the Form or year of the course.*

*A, B, C, D, E indicate first, second, and succeeding terms.*

*The numeral following a subject ( ) indicates the number of hours per week.*

**Bible (2)** Six Forms, also Elective Courses (4) or (5).

**English (3)** Eight terms (III-VI Forms inclusive).

**Music (2)** Two terms (II Form).

**Elocution (2)** Two terms (IV Form).

**Drawing (1)** Three Courses.

**Penmanship (1)** and Spelling (5).

**Gymnasium (2)** Four Terms.

Also Elective Courses.

<b>LANGUAGE (5)</b>	<b>Latin</b>	Reading, 1 term.	<b>MATHEMATICS (5)</b>	Arithmetic, A, B.
		English Grammar, A, B, C.		Algebra, A, B, C, D, E.
		Beginning Latin A, B, C.		Geometry, Plane, A, B, C.
	<b>Greek</b>	Cæsar, A, B.	<b>SCIENCE (5)</b>	Geometry, Solid, 1 term.
		Cicero, A, B.		Trigonometry, 1 term.
		Virgil, A, B.		
	<b>Modern</b>	Beginning Greek, A, B, C.	<b>AGRICULTURE</b>	Elementary Lessons, 1 term.
		Xenophon, A, B.		Physiology, 1 term.
		Homer, A, B.		Zoölogy, 1 term.
		French, A, B, C, D.	<b>AGRICULTURE</b>	Botany, A, B.
		German, A, B, C, D.		Physics, A, B, C, D.
				Chemistry, A, B.
			<b>HISTORY</b>	Agriculture (5), A, B.
				Horticulture (5), A, B.
				Landscape Gardening and Forestry (3), 1 term.
				Animal Husbandry, A (5), B (5), C (3).
				Dairying (5), 1 term.
			<b>LITERATURE (5)</b>	Rural Economics (2), 1 term.
				U. S. History and Civics (5), A, B.
				Advanced U. S. History (3), A, B.
				Greek History (3), A, B.
				Roman History (3), A, B.
			<b>LITERATURE (5)</b>	English History (3), A, B.
				English Literature, A, B.
				American Literature, 1 term.

# ELECTIVE COURSE OF STUDY.

(MOUNT HERMON CLASSICAL COURSE)\*

*Note: numbers indicating a number indicate the number of hours per week.*

## FIRST FORM.

B

IRKED	Bible I A (2)	ALL REQUIRED	Bible I B (2)
	Penmanship (1)		Penmanship (1)
	Grammar A (5)		Grammar B (5)
	Arithmetic A (5)		Arithmetic B (5)
	U. S. History A (5)		U. S. History B and Civics (5)

## SECOND FORM.

B

IRKED	Bible II A (2)	EFFECTIVE (10 hrs. req.)	Bible III B (2)
	Music II A (2)		Music III B (2)
	Grammar C (5)		Algebra B (5)
	Elementary Lessons in Science (5)		Language (5) Anc. Latin A Mod.
	Algebra A (5)		Science (5)

## THIRD FORM.

B

IRKED	Bible III A (2)	EFFECTIVE (10 hrs. req.)	Bible III B (2)
	English III A (3)		Latin C
	Algebra C (5)		Mathematics (5)
	.....		Science (5)
	.....		History (5)

# MODEL CLASSICAL COURSE

## FOURTH FORM.

B

Bible (2) *IV A.* or *Elec.*

English IV A (3)

Elocution IV A (2)

Geometry B (5)

*Cæsar A*

*Greek R*

Mod. (1)

Bible (2) *IV B* or *Elec.*

English IV B (3)

Elocution IV B. (2)

Geometry C (5)

*Cæsar R*

*Greek C*

Mod. (1)

Bible (2) *IV B* or *Elec.*

English IV B (3)

Elocution IV B. (2)

Geometry C (5)

*Cæsar R*

*Greek C*

Mod. (1)

Bible (2) *IV B* or *Elec.*

English IV B (3)

Elocution IV B. (2)

Geometry C (5)

*Cæsar R*

*Greek C*

Mod. (1)

Bible (2) *IV B* or *Elec.*

English IV B (3)

Elocution IV B. (2)

Geometry C (5)

*Cæsar R*

*Greek C*

Mod. (1)

Bible (2) *IV B* or *Elec.*

English IV B (3)

Elocution IV B. (2)

Geometry C (5)

*Cæsar R*

*Greek C*

Mod. (1)

Bible (2) *IV B* or *Elec.*

English IV B (3)

Elocution IV B. (2)

Geometry C (5)

*Cæsar R*

*Greek C*

Mod. (1)

Bible (2) *IV B* or *Elec.*

English IV B (3)

Elocution IV B. (2)

Geometry C (5)

*Cæsar R*

*Greek C*

Mod. (1)

Bible (2) *IV B* or *Elec.*

English IV B (3)

Elocution IV B. (2)

Geometry C (5)

*Cæsar R*

*Greek C*

Mod. (1)

Bible (2) *IV B* or *Elec.*

English IV B (3)

Elocution IV B. (2)

Geometry C (5)

*Cæsar R*

*Greek C*

Mod. (1)

Bible (2) *IV B* or *Elec.*

English IV B (3)

Elocution IV B

# ELECTIVE COURSE OF STUDY.

(MODEL. SCIENTIFIC COURSE)

The numerical following of subject indicates the number of hours for work.

A

## FIRST FORM.

	A	B
REFD	Bible I A (2) Penmanship (1) Grammar A (5) Arithmetic A (5) U. S. History A (5)	Bible I B (2) Penmanship (1) Grammar B (5) Arithmetic B (5) U. S. History B and Civics (5)
REQUIRED		
ELECTIVE		
10 hrs. reqd.		

## SECOND FORM.

	A	B
REFD	Bible II A (2) Music II A (2) Grammar C (5) Elementary Lessons in Science (5) Algebra A (5)	Bible II B (2) Music II B (2) Algebra B (5) Language (5) Anc. Latin & Mod. Science (5) History (5)
REQUIRED		
ELECTIVE		
10 hrs. reqd.		

## THIRD FORM.

	A	B
REFD	Bible III A (2) English III A (3) Algebra C (5)	Bible III B (2) English III B (3) Geometry A (5)
REQUIRED		
ELECTIVE		
10 hrs. reqd.		

age (5) Anc. Latin B Mod.	.....
(5) Zoölogy or Botany A	.....
(5) History	.....
age (5) Latin C Mod.	.....

# MODEL SCIENTIFIC COURSE

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## FOURTH FORM.

**B**

<b>REQUIRED</b>	Bible (2) <i>IV A or Elec.</i>	<b>ELECTIVE</b> Language (5) <i>Anc. I</i> Mathematics (5) Science (5) History (3) <i>Greek or English, A and R</i> Literature (5)	<b>REQUIRED</b> Language (5) <i>Anc. II</i> Mathematics (5) Science (5) <i>Physics A</i> History (5) Literature (5)	<b>REQUIRED</b> Language (5) <i>Anc. III</i> Mathematics (5) Science (5) <i>Physics A</i> History (5) Literature (5)
	English IV A (3)			
	Elocution IV A (2)			
	Geometry B (5)			
	<i>Cæsar A</i>			
<b>FIFTH FORM.</b>				
<b>REQUIRED</b>	Bible (2) <i>V A or Elec.</i>	<b>ELECTIVE</b> Language (5) <i>Anc. B</i> Mathematics (5) Science (5) <i>Physics B</i> History (3) <i>Comm. or Inv. United States, A and R</i> Literature (5)	<b>REQUIRED</b> Language (5) <i>Anc. B</i> Mathematics (5) <i>Algebra D</i> Science (5) <i>Physics C</i> History (5) Literature (5)	<b>REQUIRED</b> Language (5) <i>Anc. B</i> Mathematics (5) <i>Algebra D</i> Science (5) <i>Physics C</i> History (5) Literature (5)
	English V A (3)			
	Drawing (1)			
<b>SIXTH FORM.</b>				
<b>REQUIRED</b>	Bible (2) <i>VI A or Elec.</i>	<b>ELECTIVE</b> Language (5) <i>Anc. C</i> Mathematics (5) <i>Trigonometry</i> Science (5) <i>Chemistry A</i> History (5) Literature (5)	<b>REQUIRED</b> Language (5) <i>Anc. C</i> Mathematics (5) <i>Solid Geometry</i> Science (5) <i>Chemistry B</i> History (5) Literature (5)	<b>REQUIRED</b> Language (5) <i>Anc. C</i> Mathematics (5) <i>Trigonometry</i> Science (5) <i>Chemistry B</i> History (5) Literature (5)
	English VI A (3)			
	Mod. 1 <i>French D or German D</i>			
	Mod. 2 <i>French D or German D</i>			

**B**

## FIFTH FORM.

<b>REQUIRED</b>	Bible (2) <i>V A or Elec.</i>	<b>ELECTIVE</b> Language (5) <i>Anc. B</i> Mathematics (5) Science (5) <i>Physics B</i> History (3) <i>Comm. or Inv. United States, A and R</i> Literature (5)	<b>REQUIRED</b> Language (5) <i>Anc. B</i> Mathematics (5) <i>Algebra D</i> Science (5) <i>Physics C</i> History (5) Literature (5)
	English V A (3)		
	Drawing (1)		
<b>SIXTH FORM.</b>			
<b>REQUIRED</b>	Bible (2) <i>VI A or Elec.</i>	<b>ELECTIVE</b> Language (5) <i>Anc. C</i> Mathematics (5) <i>Trigonometry</i> Science (5) <i>Chemistry A</i> History (5) Literature (5)	<b>REQUIRED</b> Language (5) <i>Anc. C</i> Mathematics (5) <i>Solid Geometry</i> Science (5) <i>Chemistry B</i> History (5) Literature (5)
	English VI A (3)		
	Mod. 1 <i>French D or German D</i>		
	Mod. 2 <i>French D or German D</i>		

**B**

## SIXTH FORM.

<b>REQUIRED</b>	Bible (2) <i>VI R or Elec.</i>	<b>ELECTIVE</b> Language (5) <i>Anc. C</i> Mathematics (5) <i>Trigonometry</i> Science (5) <i>Chemistry A</i> History (5) Literature (5)	<b>REQUIRED</b> Language (5) <i>Anc. C</i> Mathematics (5) <i>Solid Geometry</i> Science (5) <i>Chemistry B</i> History (5) Literature (5)
	English VI B (3)		
	Mod. 1 <i>French C or German C</i>		
	Mod. 2 <i>French C or German C</i>		
<b>SEVENTH FORM.</b>			
<b>REQUIRED</b>	Bible (2) <i>VII R or Elec.</i>	<b>ELECTIVE</b> Language (5) <i>Anc. D</i> Mathematics (5) <i>Calculus</i> Science (5) <i>Physics C</i> History (5) Literature (5)	<b>REQUIRED</b> Language (5) <i>Anc. D</i> Mathematics (5) <i>Calculus</i> Science (5) <i>Physics C</i> History (5) Literature (5)
	English VII A (3)		
	Mod. 1 <i>French D or German D</i>		
	Mod. 2 <i>French D or German D</i>		

**B**

## SEVENTH FORM.

<b>REQUIRED</b>	Bible (2) <i>VII R or Elec.</i>	<b>ELECTIVE</b> Language (5) <i>Anc. D</i> Mathematics (5) <i>Calculus</i> Science (5) <i>Physics C</i> History (5) Literature (5)	<b>REQUIRED</b> Language (5) <i>Anc. D</i> Mathematics (5) <i>Calculus</i> Science (5) <i>Physics C</i> History (5) Literature (5)
	English VII B (3)		
	Mod. 1 <i>French E or German E</i>		
	Mod. 2 <i>French E or German E</i>		
<b>EIGHTH FORM.</b>			
<b>REQUIRED</b>	Bible (2) <i>VIII R or Elec.</i>	<b>ELECTIVE</b> Language (5) <i>Anc. E</i> Mathematics (5) <i>Calculus</i> Science (5) <i>Physics D</i> History (5) Literature (5)	<b>REQUIRED</b> Language (5) <i>Anc. E</i> Mathematics (5) <i>Calculus</i> Science (5) <i>Physics D</i> History (5) Literature (5)
	English VIII A (3)		
	Mod. 1 <i>French F or German F</i>		
	Mod. 2 <i>French F or German F</i>		

**B**

## EIGHTH FORM.

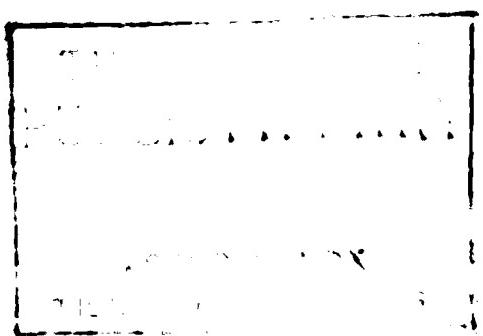
# Courses by Departments.

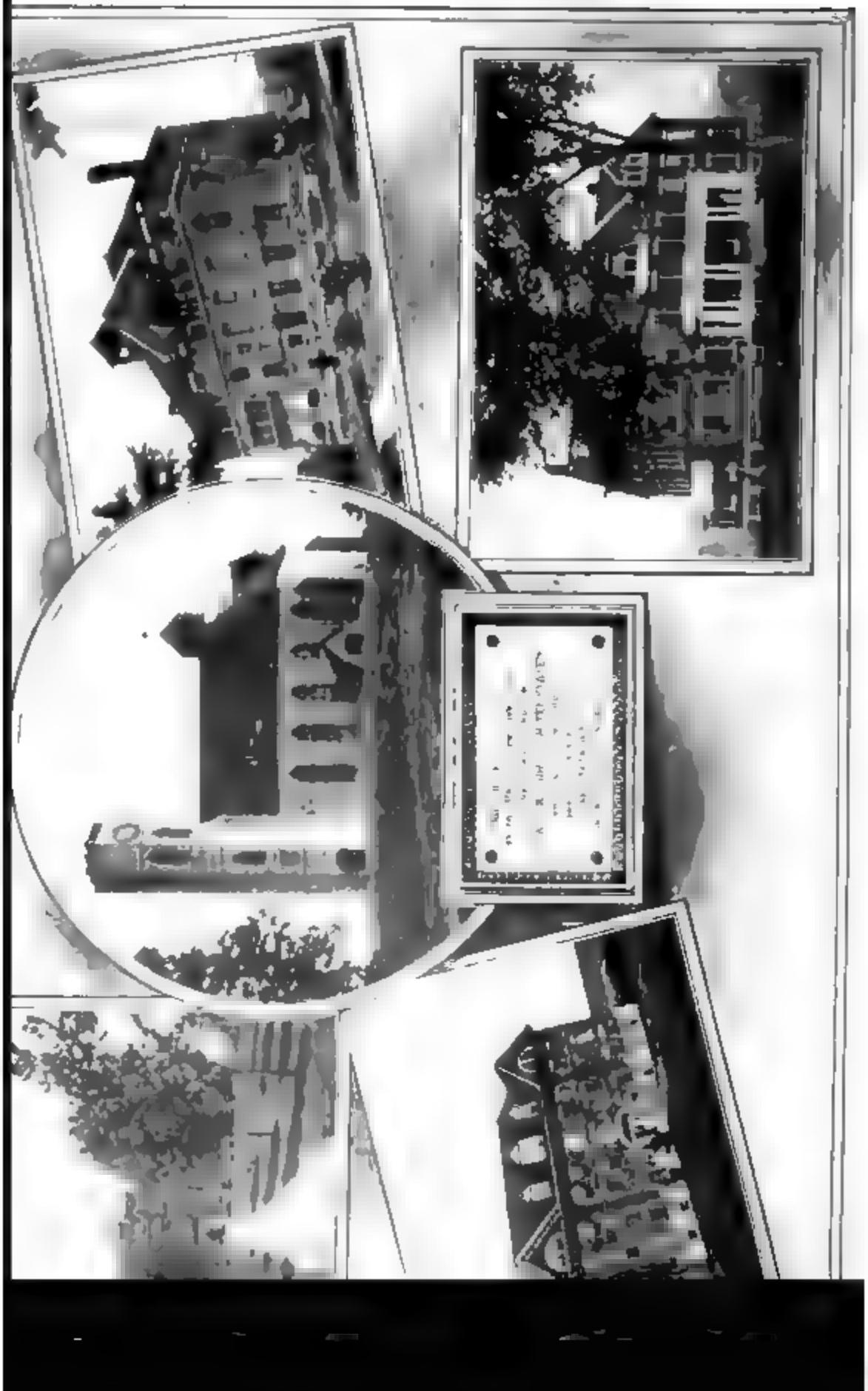
## THE ENGLISH BIBLE.

Rev. James McConaughy, Rev. J. East Harrison.

The study of the English Bible holds a central place in the curriculum. Regular courses have been arranged which lead progressively from elementary to more advanced Bible knowledge. The classes meet twice a week. Each student takes one course each term. For those who desire more Bible study than these regular courses afford, Elective Courses are given both daily and twice a week.

The Bible itself is the text book. Other books are used as helps but not as substitutes for it. Study outlines are furnished to the student, analyzing the books and topics studied, with questions to guide thought and investigation and with references to library helps. The results of private and class study are put by the student into orderly and permanent form in note books. Collections of photographs, both of places in Palestine and of paintings representing Bible scenes, are used to illustrate the teaching, and stereopticon lectures occasionally introduce or review the courses. The teachers aim to make the student love the Book and to guide him in thinking out its truths for him.





The Elective Courses, which are open to all students who are prepared to take them, are in the summer term taught by leading Bible teachers who come to the school for that purpose.

### Course I. First Form. Twice a week.

*A Beginners' Course.* The beginner is taught to thoughtfully read the most important historical portions of the Bible, together with selections from the poetical books, the prophets, and the epistles where the history has prepared him to appreciate them. A printed outline gives a portion for each day's reading, with simple, practical questions aimed to help the student in thinking out the meaning of the passage and in applying its truths to his own life. The Commandments and other selected verses and portions are memorized as the studies proceed. The most important facts of Bible geography are studied. The classroom work aims especially to fix in mind the main lines of Scripture and to apply the lessons afforded by the character studies.

### Course II. Second Form. Twice a week.

A. *Introductory Studies.* During the first term the student is taught to use the Bible as a whole and to study some of its own statements about itself, its divisions and writers, its variety and unity, and its value as God's revelation to man. Some studies are devoted to its different literary forms and to the manners and customs it depicts. Drill is given in the use of references and Bible helps and in the interpretation of Bible passages.

From this point on, the results of the student's work are preserved in note books, and he is taught how they should be kept.

B. *The Life of Christ.* With the second term a careful study of the four Gospels is begun. A course of study entitled "Great Events in the Life of Christ" is followed. It

has been developed in the classroom at Mount Hermon and provides for daily work by the student. During this term the events in His life are traced as far as the Feeding of the Multitude. The aim is not merely to fix in mind the great periods, with their wealth of incident and teaching, but to show the inward progress of the ministry, and the growing revelation of God's will toward man in Jesus' deeds and words.

### Course III. Third Form. Twice a week.

A. *The Life of Christ, completed.* During the first term the study of Jesus' life is completed. The great scenes from the Transfiguration, through the Peræan ministry, the visits to Jerusalem, the Passion Week, and the appearances of the Risen Lord are traced to the Ascension. The applications of each incident or discourse to Christian life and work to-day are dwelt upon.

B. *The Teachings of Christ.* During the second term the teachings of Jesus are studied topically. Such themes as God the Father, the nature and work of Christ, the Holy Spirit, man's nature and needs, salvation, the Christian in the world, the future of believers and of the impenitent are carefully studied from Jesus' own words.

### Course IV. Fourth Form. Twice a week.

*Old Testament History.* (From Creation to the time of David.) The aim of the course is to follow God's methods with man as shown in the development of the Jewish nation. As much time as possible is given to the study of special characters. The student is allowed to present either note books or essays on special topics. Collateral reading is encouraged.

A. The narrative sections of the Pentateuch and Joshua.

B. (1) The institutions of the Jewish people (ceremonial).

**Course V. Fifth Form.** Twice a week.

*Old Testament History* (continued) and *Old Testament Prophecy*. This course is a continuation of Course IV, but in connection with it the study of the prophetical books is undertaken. It deals with the literary as well as with the historical aspects, the main emphasis being placed on the message of God, with the history considered as a background.

- A. From Solomon to the death of Hezekiah.
- B. From the ascension of Manasseh to the coming of Christ.

The Bible in this, as in Course IV, is the only text book, but in Course V more collateral reading is required.

**Course VI. Sixth Form.** Twice a week.

*The Life and Epistles of Paul.* A brief study of the church as represented in the opening chapters of Acts followed by a study of the life of Paul from Acts, supplemented by biographical sections from his Epistles. On this basis all of the Pauline Epistles are read, and two or three, as time allows, are studied more in detail.

**Daily Courses.**

During the summer term successive courses, each lasting about two weeks, are given daily, by Bible teachers who visit the school for that purpose. The list of these visiting teachers for the past year with their subjects will be found on page 17.

**Other Elective Courses.**

Normal courses, aimed to acquaint the student with different lines of Christian service, and give some preparation therefor, are given at least each alternate term. These courses include training in the preparation and delivery of sermons, public prayer, open-air work, the leading of meetings, and other forms of Christian service; also a course in the history,

principles, and methods of Young Men's Christian Association work, adapted to prepare men to take up that work.

These Daily and Elective Courses are open to all students who are prepared to benefit by them. They may be offered toward graduation as daily studies, or may be substituted for any regular Bible Courses above the Third Form, a term in the daily course being equivalent to two terms in the regular twice a week courses.

### **E N G L I S H .**

Wellington E. Aiken, Mary A. Dewey, Louis E. Smith,  
William Ashworth, Jessie L. Willis,  
Henry W. Hastings.

#### **Grammar. Daily. Three terms.**

A. English grammar, with special attention to sentence analysis.

Text Book: Buehler's *Modern English Grammar*.

B. The work of Grammar A continued, with a more careful study of the parts of speech.

Text books: Buehler's *Modern English Grammar*, Irving's *The Sketch Book*.

C. This is an advanced course in English grammar. It presupposes a thorough knowledge of Grammar A and B.

Text books: Buehler's *Modern English Grammar*, Buehler's *Practical Exercises in English*, Dickens' *A Christmas Carol*, Whittier's *Snow Bound*.

Composition required throughout the work in grammar.

#### **Third Form English. Three times a week.**

A. This course is devoted to (1) a study of paragraphs, sentence structure, and punctuation; (2) the principles of description, frequent descriptive themes.

Text books: Woolley's *Handbook of Composition*, Brooks

B. In this course are included (1) an outline of the formation of the English language; (2) derivations of English words, figures of speech, kinds of sentences and their use; (3) narration, theme work based on narration.

Text books: Brooks and Hubbard's *Composition-Rhetoric*, Woolley's *Handbook of Composition*, Scott's *Ivanhoe*, Dickens' *A Tale of Two Cities*.

### **Fourth Form English. Three times a week.**

A. (1) Clearness, ease, and force in their relation to sentences, paragraphs, and the whole composition; (2) the principles of exposition, taught and applied in theme work.

Text books: Brooks and Hubbard's *Composition-Rhetoric*, Woolley's *Handbook of Composition*, Thackeray's *Henry Esmond*, Lamb's *Essays of Elia*.

B. In this course rhetoric is reviewed and the study of the drama is begun. Essay work is required.

Text books: Shakespere's *The Merchant of Venice*, *Julius Caesar*.

### **Fifth Form English. Three times a week:**

A. A course in argumentation. (1) A study of logical argument and common fallacies; (2) practice in debate; (3) brief-making and written arguments.

Text books: Foster's *Argumentation and Debating*, Burke's *Conciliation with America*.

(V A not given in the summer term.)

B. A course in poetry. (1) The structure of English verse; (2) study of English poems.

Text books: Tennyson's *Idylls of the King*, Gayley's *Classic Myths*.

### **Sixth Form English. Three times a week.**

This is a senior course, covering work required for entrance to college. The work consists of discussion, criticism,

and examinations based on the authors read, and frequent themes and essays.

**A. For study—**

Shakespere's *Macbeth*, *A Midsummer Night's Dream*.

**For reading—**

Stevenson's *An Inland Voyage*, *Travels with a Donkey*,  
*Selected Essays*.

Coleridge's *The Ancient Mariner*.

Goldsmith's *The Deserted Village*.

**B. For study.**

Macaulay's *Life of Johnson*.

Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*.

**For reading—**

Addison's *Sir Roger de Coverley Papers*.

Arnold's *Sohrab and Rustum*.

*The Odyssey* (Lang's translation).

The work studied from III A to VI B includes the books prescribed for entrance to college. The requirements adopted in 1909 are:

**For careful study—**

Burke's *Conciliation with America*.

Macaulay's *Life of Johnson*.

Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*.

Shakespere's *Macbeth*.

**For general reading—**

Two units from each of the following groups (each unit is set off by semicolons):

- I. The *Old Testament*, comprising at least the chief narrative episodes in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings* and *Daniel*, together with the books of *Ruth* and *Esther*; the *Iliad*, with the omission,

may be substituted.

Shakespere's *Merchant of Venice*; *Midsummer Night's Dream*; *As You Like It*; *Twelfth Night*; *Henry the Fifth*; *Julius Cæsar*.

Defoe's *Robinson Crusoe, Part I*; Goldsmith's *Vicar of Wakefield*; either Scott's *Ivanhoe* or Scott's *Quentin Durward*; Hawthorne's *House of the Seven Gables*; either Dickens' *David Copperfield* or Dickens' *Tale of Two Cities*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; George Eliot's *Silas Marner*; Stevenson's *Treasure Island*.

Bunyan's *Pilgrim's Progress, Part I*; the *Sir Roger de Coverley Papers* in the *Spectator*; Franklin's *Autobiography* (condensed); Irving's *Sketch Book*, Macaulay's *Essays on Lord Clive and Warren Hastings*; Thackeray's *English Humourists*; selections from Lincoln, including at least the two *Inaugurals*, the Speeches in *Independence Hall* and at *Gettysburg*, the *Last Public Address*, and *Letters to Horace Greeley*, along with a brief memoir or estimate; Parkman's *Oregon Trail*; either Thoreau's *Walden* or selections from Huxley's *Lay Sermon* (to be announced); Stevenson's *Inland Voyage* and *Travels with a Donkey*.

'algrave's *Golden Treasury* (First Series), Books II and III, with especial attention to Dryden, Coleridge, Keats, and Browning.

ries), Book IV, with especial attention to Wordsworth, Keats, and Shelley; Poe's *Raven*, Longfellow's *Courtship of Miles Standish*, and Whittier's *Snow Bound*; Macaulay's *Lays of Ancient Rome* and Arnold's *Sohrab and Rustum*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How they Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*.

### **English Literature.** Daily. Two terms.

The purpose of this course is twofold: to give the student an outline of the history of English literature; and to increase his appreciation of it by a study of selections from the best authors.

- A. From Chaucer to the Nineteenth Century.
- B. Nineteenth Century English literature.

Text book: Pancoast's *Introduction to English Literature*, supplemented by reference reading.

### **American Literature.** Daily. One term.

The history of American literature is outlined from the colonial period to the time of living authors. Reference reading from American authors.

### **ELOCUTION.**

Mr. Hastings.

### **Voice and Speaking.** Twice a week. Two terms.

- A. This part of the course consists of a study of the elements of vocal expression. The student is taught how to use

B. More advanced work is given in the essentials of good reading and speaking. Problems in voice are applied to forms of prose and poetry, and the student is taught to prepare intelligently selections of his own choice.

Text books: Curry's *Classics for Vocal Expression*, Emerson's *Evolution of Expression*.

## GREEK AND LATIN.

Stephen Stark, J. Elizabeth Bigelow, Camilla F. Wheeler,  
Frederick A. McCollum.

Much attention is given to the study of English in connection with the ancient classics. In Greek and Latin Grammar such a drill is given that students acquire a thorough knowledge of the subject. Due attention is paid to prose composition, not only work illustrative of the more important principles and idioms of syntax, but also practice in continuous prose narrative, based upon the text of the authors read. Drill in re-composition and sight-reading forms an integral part of the course, and is regarded as one of the best means of leading students into the languages.

Work in mythology, antiquities, administrative systems, and in the *life* of Greece and Rome is presented in a way to convince students that there is nothing more living to-day than the results which spring from the study of the so-called "dead languages."

## GREEK.

Course I. **Greek Grammar.** Daily. Three terms.

This course is designed to give the student a thorough knowledge of common forms of Attic prose and fundamental principles of Greek syntax. Practice is given in translation of easy passages of connected Greek as an aid in acquiring the

**vocabulary.** Special attention is paid to the relation of Greek to Latin and English.

Text books: Goodell's *Greek Grammar*, Ball's *Elements of Greek*, Morrison and Goodell's *Greek Lessons for Beginners*.

**Course II. Xenophon's Anabasis, Prose Composition, Sight Reading.** Daily. Two terms.

Stress is laid alike upon grammar, accurate translation, correct use of English in translating, and the historic setting of the narrative.

Text books: Goodwin & White's *Xenophon's Anabasis*, Books I-IV, Goodell's *Greek Grammar*, Pearson's *Greek Prose Composition*.

**Course III. Xenophon's Anabasis, Homer's Iliad, Prose Composition continued, Sight Reading, Greek History.** Daily. Two terms.

This course aims to familiarize the student not only with Homeric forms but also with the life and thought of the Homeric times, and to arouse appreciation of the literary value of Homeric poems.

Text books: Pearson's *Greek Prose Composition*, Benner's *Selections from the Iliad*.

## L A T I N .

This course is arranged to meet the maximum requirements for admission to college. With this end in view the work is arranged as follows:

**Course I. Elementary Latin.** Daily. Three terms.

Thorough drill in forms, syntax, and vocabulary. Frequent

mythology. The connection between Latin and English is constantly emphasized.

Text book: Potter's *Elementary Course in Latin*.

## Course II. Cæsar's Gallic War. Daily. Two terms.

The four books are read in historical order. Short daily lessons in prose based directly on the text previously read. Daily recitations in grammar. During this course a general survey of the grammar is followed by detailed work in syntax.

Text books: Allen & Greenough's *New Cæsar* (with vocabulary), Barss' *Nepos*, Allen & Greenough's *New Latin Grammar*, D'Ooge's *Prose Composition*, Part I.

## Course III. Cicero and Ovid. Daily. Two terms.

1. Cicero. Two thirds of the course. The four orations against Catiline, the Manilian Law and Archias. Prose as during the course in Cæsar. Grammar as before with continued detailed work in syntax.

2. Ovid. Last third of the course. Course in rapid reading. Insistence as before upon exactness of translation, more than before upon fluency. Considerable sight-reading to cultivate ability in the divining of an author's meaning. Illustrative readings from English authors. One entire period each week is taken for prose work and sight translation in Cicero.

Text books: D'Ooge's *Select Orations of Cicero*, Bain's *Poems of Ovid* (selections), Daniell's *Composition* (revised).

## Course IV. Virgil. Daily. Two terms.

Six books of the Æneid and the Eclogues. Lessons in prosody at the beginning of the course. Assigned readings also in mythology. Careless work is constantly guarded against by repeated work in grammatical construction, and by exercises in prose based upon Cæsar and Cicero. These authors are thus reviewed, and the complete course kept fresh before the student. Roman History is also reviewed.

Text book: Knapp's *The Æneid of Virgil*.

**MODERN LANGUAGES.**

Albrecht Pfachler, Hélène A. Roux.

**Course I. German. For beginners. Daily. Four terms.**

The object of this course is to give the student a thorough knowledge of elementary German: viz., the essentials of accidence and syntax. To this end emphasis is laid on pronunciation, composition, and grammatical drill. Sufficient attention is also given to secure reasonable ability in translating not merely easy elementary prose, but also more advanced texts. There is also continual practice in conversation.

A fifth and sixth term are offered if a sufficient number elect the work.

Text books: Spanhoofd's *Lehrbuch der Deutschen Sprache*, Spanhoofd's *Lesebuch*, Storm's *Immeusee*, Heyse's *L'Arrabiata*, Benedict's *Eigensinn*, Freytag's *Die Journalisten*, Schiller's *Wilhelm Tell*, Goethe's *Hermann und Dorothea*, Heine's *Harzreise*, Freytag's *Doctor Luther*, or equivalents.

**Course II. French. For beginners. Daily. Four terms.**

The design of this course is to secure a thorough knowledge of the elements of grammar, pronunciation, rapid reading of easy and more difficult prose, and the recognition of words and simple phrases when spoken.

A fifth and sixth term are offered if a sufficient number elect the work.

Text books: Aldrich & Foster's *Foundations of French*, or Chardenal's *Complete Course*. Roux's *Composition based on Colomba*, François' *Advanced Composition*, Syms' *Easy*

he work in mathematics is planned to meet the requirements for admission to the best colleges and technical schools. At the same time it is made as mathematical and educational as possible, the ability to pass college entrance examinations not being the chief object. The various subjects are taught with distinct aims: first, to train the reasoning faculty; second, to gain a thorough knowledge of subjects themselves as absolutely essential to the study of the higher mathematics and the natural sciences. To accomplish these ends the student is thrown upon his own resources in the solution of a large number of problems and original exercises in algebra and geometry, and much attention is given to rapid review during the classroom. The use of good English is insisted upon in both oral and written work as absolutely necessary to obtain the best results. *Thoroughness* and *accuracy* are the key words.

### Course I. Arithmetic. Daily. Two terms.

Here the aim is to master the essential principles of arithmetic, to make the work as practical as possible. Artificial and improbable examples are avoided.

**Course II. Algebra.** Daily. Five terms.

The course in algebra extends through five terms. Three terms' work, five times a week, is the minimum requirement for graduation from any course. This work includes the subject of quadratic equations and all that naturally precedes it.

The fourth term is required of all students who purpose entering college or technical schools. The subjects covered are ratio and proportion, variation, progressions, the binomial formula for positive integral exponents, graphs, and logarithms, together with a review of certain parts of the first three terms' work. A fifth term may be elected by those students who wish to offer advanced work in mathematics for entrance to college. When combined with solid geometry and plane trigonometry, the work covered is substantially the freshman year's work in the academic course in college. A few technical and scientific schools require this term in algebra for entrance.

Factoring and the statement of problems are emphasized throughout the entire course.

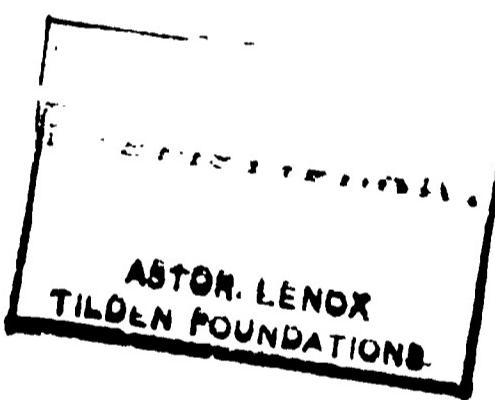
Text books: Hawkes, Luby and Touton's *First Course*, Somerville's *Elementary Algebra*, and Fisher & Schwatt's *Complete Secondary Algebra*.

**Course III. Geometry.** Daily. Four terms.

Three terms, five times a week, are given to the study of plane geometry. Original work is required from the start to the finish. The object is to develop independence and originality. For the sake of accuracy and finish each student is required to write out carefully a considerable number of original demonstrations.

Solid geometry is treated in the same manner as plane geometry, one term being given to this subject.

Text books: Wentworth's *Plane Geometry* and Phillips and Fisher's *Geometry of Space*.



**Shillman Laboratory**



metric functions and of the fundamental trigonometric formulæ.

Facility in the use of logarithms is acquired in connection with the solution of right and oblique triangles.

Text book: Durell's *Plane Trigonometry*.

## THE SCIENCES.

Charles E. Dickerson, Florence E. Flagg, Mary W. Miller,  
Roy R. Hatch.

**Course I. Elementary Lessons in Science.** Daily.  
One term.

This course comprises a series of simple experiments and demonstrations leading up to some of those great truths of the natural sciences which should be familiar to every student. Throughout the course the student will be called upon for careful observations and accurate statements. Upon beginning the more extended work in science, whether in preparation for college or not, the student who completes this course will find himself acquainted with many fundamental terms, ideas, and principles and should be able to advance rapidly. The first part of the course will be spent in the study of the elementary principles and facts in physics and chemistry, and the latter part will take up the elementary facts of animal and plant structure, the meaning and means of carrying on the fundamental processes involved in maintenance of living matter.

For the advantage of those who may care to anticipate this work and pass it off at the entrance examinations the following references are given.

For Part I, as much work as is included in such books as Higgins' *First Lessons—Physics*; Roscoe's *Science Primer—Chemistry*.

For Part II, T. Jeffery Parker's *Lessons in Elementary Biology* (Macmillan), Chaps. I, II, VI, XIII, XVII.

J. A. Thomson's *Outlines of Zoölogy* (D. Appleton & Co.), Chaps. II, III.

Sedgewick & Wilson's *General Biology* (Henry Holt & Co.), Chaps. III, IV.

J. A. Thomson's *The Study of Animal Life* (Scribner's), Chaps. VIII, IX, XI.

H. W. Conn's *The Story of the Living Machine* (D. Appleton & Co.), and any good, up-to-date elementary Geology and Astronomy.

### Course II. Physiology. Daily. One term.

Instruction in this study is given with special reference to human physiology and anatomy, as applied to the general health and care of the body. A thorough appreciation of personal mechanics is believed to be one of the most potent factors in assuring personal morals.

The endeavor is made to demonstrate before the class with apparatus and models, fresh or living material, the main teachings of each day's lesson. Full and neatly kept notes of these experiments are required of each student. The instructor reserves the right of collecting a small fee for materials used.

Text book: Conn and Budington's *Advanced Physiology*.

### Course III. Zoölogy. Daily. One term.

The pursuance of this study involves attendance at lectures, oral and written recitations, and laboratory exercises. The facilities for the course include a large recitation room, a special zoological laboratory, a museum collection of type forms, laboratory apparatus for each individual, charts, etc. Carefully prepared note books are required of each student, and an appropriate laboratory fee is charged.

The course is devoted to a study of invertebrates and vertebrates, beginning with the simplest types of protozoa, and following the gradually increasing complexity of animal anatomy and physiology, in the different groups, up through the

**Course IV. Botany.** Daily. Two terms.

The work of this course is divided into two parts of one term each. Either term may be taken separately and will count toward graduation. Both terms should be taken, however, and in the order given, for a complete understanding of the subject.

A. Cryptogamic botany. During this term typical plants under Thallophytes, Bryophytes, and Pteridophytes are studied. Gymnosperms are included in this course. Six hours each week are devoted to laboratory work.

B. Phænogamic botany, covering morphology, physiology, and ecology of Spermatophytes. Laboratory work continues as in the first term.

The laboratory is well equipped with compound microscopes, prepared slides, charts, etc. A small laboratory tax is assessed for the use of material and microscopes.

Text books: Gray's *Manual*, Coulter's *Plants*.

containing an accurate record of his work. A laboratory fee sufficient to cover breakages is charged.

Text books: Wentworth & Hill, and Milliken & Gale for Parts A and B. Jackson's *Elementary Magnetism and Electricity* for Part C.

**Course VI. Advanced Physics.** Twice a week.  
Two terms.

A laboratory course in physical measurements with recitations and problems based upon the experiments is offered to those students who have taken the work in elementary physics, either here or elsewhere, as a preparation for such work, and who desire to pursue a course in physics, immediately following such preparation. The course will correspond to what is known as the advanced admission requirement in physics at Harvard College. A knowledge of plane geometry and algebra, and a familiarity with the notation used in trigonometry are necessary. A student completing the course will be credited with one term's study toward graduation. Those who intend to pursue courses in physics, chemistry, or engineering in higher institutions are advised to elect this course.

Text books: Laboratory Manual: Sabine's. References: Deschanel, and Ames.

**Course VII. General Chemistry and Qualitative Analysis.** Daily. Two terms.

The work in chemistry during the first term is devoted to general study of inorganic chemistry. Experiments in the laboratory, largely quantitative, are supplemented by lectures and recitations. Much attention is paid to the solution of elementary chemical problems, and, later in the term, to chemical theory. This course prepares the student for qualitative analysis, which is taken up in the laboratory during the second term. The laboratory work is supplemented by con-

Each student is required to keep a record of the results of his work in a note book. A small laboratory fee is charged.

Text books: Remsen's *College Chemistry*, Prescott & Johnson's *Qualitative Analysis*.

## A G R I C U L T U R E.

Richard E. Vaughan, Grove W. Deming.

The work in agriculture is planned to meet the needs of two classes of students: those who expect to attend the agricultural college and those who intend to return to the farm. To the prospective college student the work at Mount Hermon means a preparation for a broader and a more thorough college course. The young man who intends to return to the farm will find in the work of this department instruction which will acquaint him with the principles and practices of modern agriculture.

**Course I. Agriculture.** Daily. Two terms.

### A. Soils and Fertilizers.

An elementary study of the soil, its formation, composition, and physical characteristics; the management of soils, tillage, drainage; the plant and its food; fertilizers, natural and artificial, buying fertilizers, methods of mixing and application.

Open only to students who have completed the work in Elementary Science, or its equivalent.

Text books: Brooks' *Agriculture*, Vols. 1 and 2.

### B. Farm Crops.

A study of farm crops, their history, importance, growth, methods of cultivation, harvesting, and marketing. Some of the more common diseases of farm crops and their treatment are discussed in this course.

Open only to students who have satisfactorily completed Course A.

**Course II. Horticulture.** Daily. Two terms.**A. Vegetable Gardening.**

Principles of vegetable gardening—location and layout of gardens with reference to market and crops, glass crops, soil and its treatment, seeds and seedage, gardening tools, general management of the garden, storing, marketing, and classification of crops.

Text book: Bailey's *Principles of Vegetable Gardening*.

**B. Fruit Growing.**

Principles of fruit growing—a study of the fundamental principles governing the successful culture of fruits; soils, location, varieties, cultivation, cover-crops, pruning, insects and diseases, spraying, harvesting, and marketing of fruits; classification and judging of common fruits.

**Course III. Landscape Gardening and Forestry.**

Three times a week. One term.

An elementary study of the principles of these subjects, giving the student an idea of the scope of each. This course will include a field study of some of the simple problems connected with these subjects.

**Course IV. Animal Husbandry.** Three terms.**A. Daily.**

A study of the essentials of stock breeding and the more important breeds of horses, sheep, and swine from the standpoint of origin, development, and economic peculiarities.

Text book: Plumb's *Types and Breeds of Farm Animals*.

**B. Daily.**

farm buildings are considered with especial reference to sanitation. Some of the minor surgical operations are generally performed before this class. Open to students who have passed Animal Husbandry A.

**C. Poultry Culture.** Three times a week.

A course of lectures and text-book work in the study of poultry and its management will be offered as conditions permit.

**Course V. Dairying.** Daily. One term.

A study of milk, its secretion, composition, physical properties, dairy bacteriology, conditions affecting character and food value of milk, market milk, dairy sanitation, milk testing, and butter making. This course will be supplemented with such laboratory work as conditions permit and also by some original work.

**Course VI. Rural Economics.** Twice a week.  
One term.

A study of the elements of rural economy designed to show the student the relation of economics to the business of farming.

**H I S T O R Y .**

Horace H. Morse, L. Lorimer Drury.

**Course I. United States History and Civil Government.** Daily. Two terms.

A. The work of the first term in this course covers the history of our country from the time of its discovery down to the presidency of Andrew Jackson.

B. The second term is divided into two parts. The first half term is spent on the study of the period from Jackson to the present time, and during the remainder of the term the framework of our state and national governments is presented.

**MOUNT HERMON SCHOOL**

Special emphasis is laid upon the duties and obligations of American citizenship.

Text books: John Fiske's *History of the United States*, Boynton's *School Critics*.

**Course II. Advanced U. S. History.** Three times a week. Two terms.

This course is planned to fill the entrance requirements in United States History of colleges and technical schools.

Text book: James and Sanford's *American History*.

**Course III. Greek History.** Three times a week. Two terms.

A short introductory study is made of the more ancient nations, after which the history of Greece is taken up and carried from the earliest times to the fall of Corinth, 146 B. C. The political events in Greek history are used as a background to show the causes for the high development of literature and art, the real gifts of Greece to our civilization. This course, with Course IV, is required for students preparing for the academic course in college, and is elective for others.

Text book: Oman's *History of Greece*.

**Course IV. Roman History.** Three times a week. Two terms.

In this course the history of Rome is carried from the founding of the city until the time of Charlemagne, 800 A. D. Rome's policy of expansion and incorporation is carefully followed on the map, and special attention is paid to the later period of the empire. Courses III and IV are designed to meet the full requirement of any college in ancient history.

**Course V. English History.** Three times a week.  
Two terms.

This course is designed to meet the admission requirements of any scientific school or college. The method is similar to that of Course IV.

Text book: Walker's *Essentials of English History*.

**D R A W I N G.**

Gardiner L. Wagar.

**Course I. Object Drawing.** Weekly. One term.

**Course II. Perspective Drawing.** Weekly. One term.

**Course III. Geometrical Drawing.** Weekly. Two terms.

Any two terms of drawing may be offered for graduation. Two terms of plane geometry should be completed before taking Course III.

**P E N M A N S H I P.**

Weekly.

Students failing to pass the annual examination in penmanship are required to take the work in class.

Both the vertical and Spencerian systems are taught.

**M U S I C.**

Arthur Ray Spessard, voice; Anna L. Christeson, piano and organ.

The aim of this department is to maintain a high standard of work, and to be thorough and systematic in its teaching.

**Course I. Second Form A.** Twice a week.

For pupils who have had little or no previous training, and for such as have not studied sight singing. The science of music; keys, scales, chord formation, and harmony in three parts.

Text book: Evans' *Primer of Facts about Music*.

**Course II. Second Form B.** Twice a week.

Four part harmony, individual chords, modulation, and harmonizing melodies.

Text book: Evans' *Primer of Facts about Music*.

**Course III. Elective.** Twice a week.

Sight reading in singing, voice training, solo and ensemble singing, lectures on musical forms.

**Course IV. Elective.** Twice a week.

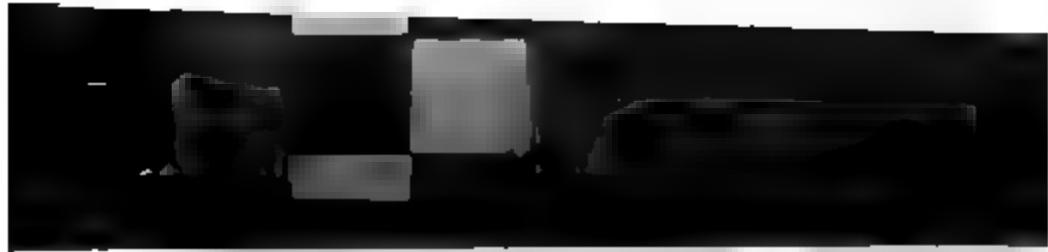
Instruction in solo singing and conducting church music. Open only to those having completed Courses I and II, or their equivalent.

**Special Singing Practice.**

One chapel period each week is devoted to instruction and practice in chorus singing with the entire school.

**Glee Club.**

A limited number of voices are chosen by the director, for concerts and church singing.



*PHYSICAL EDUCATION*

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**Mandolin and Guitar Club.**

This organization is open to all who pass the preliminary test before the director.

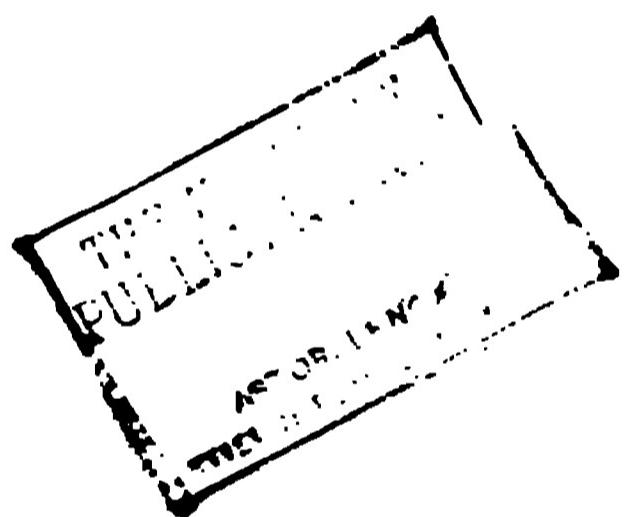
No extra charge will be made for instruction in above courses.

**Private Lessons.**

*MOUNT HERMON SCHOOL*

Four terms of athletic or gymnastic exercise, under the supervision of the physical director, are required. While this must be taken in the first and second forms, any student may be called upon at any time during the course to take such corrective and hygienic exercises as are deemed necessary. The gymnasium class work is carefully graded throughout the two years in order to break the monotony and better suit the advancing needs of different individuals. The ultimate aim is not to develop athletes or gymnasts, but to secure health, vigor, and such harmonious development of the body as will fit it to resist disease and prepare it for efficient service both now and in later life.

Lessons in boxing, fencing, wrestling, and swimming may be given to a limited number each term.





James Monroe Gymnasium

**D U A T E S , P R I Z E S , A N D  
H O N O R S F O R T H E  
Y E A R 1 9 1 0 .**

---

**A D U A T E S , A P R I L C L A S S .**

Charles Clark Ayres.  
Brice Bowman.  
Eneas Cosme Castellanos.  
Elton Wheeler Clifford.  
Ralph Raymond Curtis.  
Robert Child Doremus.  
Leon Augustus Hausman.  
John Prescott Hoyt.  
James Dunham McVean.  
John Ross Marshall.  
Samuel Arthur Merrifield.  
Chester William Norton.  
Alejandro Schick.  
Robert Lucius Tomblen.

**D U A T E S , A U G U S T C L A S S .**

Charles Adolph Anderson.  
John Anderson, Jr.  
John Dayton Axtell, Jr.  
Rolf William Bauhahn.  
Edward Wayt Bishop.  
Nicholas John Cassavetes.  
Walter Randall Catching.  
Henry Francis Dauphin.  
Robert Jacob DuBois.  
John Ehinger.  
Frank Caleb Ekstrom.

*MOUNT HERMON SCHOOL*

**Henry Albert Geib.**  
**Rupert Frank Jones.**  
**William Russell Langdon.**  
**Rollin Douglass Malany.**  
**Edward Burkhalter Millar.**  
**Adam Nagay.**  
**Charles Frederic Olmsted, Jr.**  
**Nestor Antony Papadopoulos.**  
**Ervine Franklin Parker.**  
**Granville Newman Purington.**  
**Dwight William Salter.**  
**Bruce Robinson Silver.**  
**Fred George Timperley.**

**P R I Z E S .****AWARDED IN APRIL.****Cambridge Prize for general excellence.****Lloyd Preston Rice of August, 1909.****Henry H. Proctor Class Day Prize.**

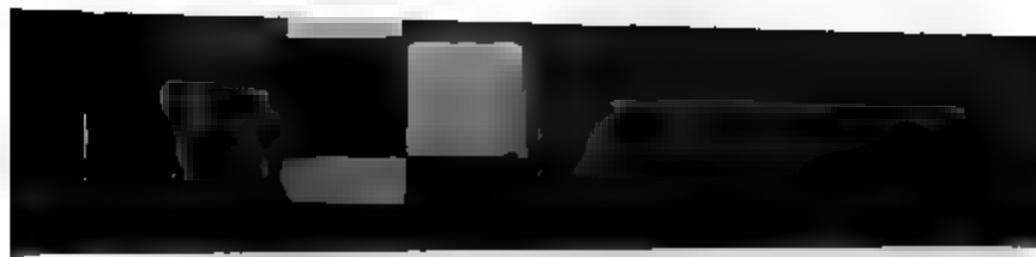
1st prize, Brice Bowman.  
 2d prize, John Prescott Hoyt.

**Greek Prize, for most satisfactory record.****Ralph Raymond Curtis.****The Joseph Allen Prizes, for excellence in declamation.**

1st prize, William Claude Besselienvre.  
 2d prize, George Mair.

**Alumni Prize Debate.**

1st prize, Henry Barnbrock, Jr.  
 2d prize, Dwight William Salter.



*PRIZES AWARDED*

93

Alumni Cup Debates—Individual prizes for excellent work.

FALL TERM. 1st debate.

John Dayton Axtell, Philomathean.  
Lowell Marion Dye, Pierian.

**SCHOLARSHIP HONOR GROUP.**

1910.

**Based on Final Records of the Term Indicated.****WINTER TERM.****HIGH HONORS.***Fifth Form.*

Edwin A. Burtt.  
Ernest S. Clark.

*Fourth Form.*

Henry Barnbrook, Jr.

*Second Form.*

Emanuel L. Chiesa.  
George Mair.

**HONORS.***Sixth Form.*

Edward W. Bishop.  
Rollin D. Malany.

*Fifth Form.*

Jerome Burtt.  
George Flinger.  
Donald S. Morrison.  
Nestor A. Papadopoulos.

*Fourth Form.*

Andrew J. R. Helmus.

*Third Form.*

William C. Bookhout.  
Herbert Dixon.  
William P. Haug.  
Jarvis L. Robinson.  
Benjamin F. Tilton.

*Second Form.*

*First Form.*

**CHARLES J. PIESTER, JR.****SUMMER TERM.****HIGH HONORS.***Second Form.*

George Mair.

*First Form.*

Everett C. Graham.  
Frank L. Kemmer.  
Charles D. Todd.

**HONORS.***Sixth Form.*

Edward B. Millar.

*Fifth Form.*

Ernest S. Clark.

*Third Form.*

Harry V. Jones.  
Harry H. Upton.

*Second Form.*

Bertrand Ivanek  
George T. Metherall.

*First Form.*

Arthur F. Dickinson.  
Frederick R. Dixon.  
Rafael E. Velasco.

**FALL TERM.****HIGH HONORS.***Sixth Form.*

Edwin A. Burtt

*Second Form.*

Frank L. Kemmer.

*First Form.*

Everett C. Graham  
John D. Pakis

**HONORS***Sixth Form.*

Walter S. Griswold.  
Donald S. Morrison

*Fifth Form*

James R. Scott.

*Fourth Form.*

Tallman C. Bookhout.  
George Marr.

*Third Form*

Emanuel L. Chiesa.  
Walter E. Seibert.

*Second Form*

Adolph Brandt  
Earl J. Ford.

*First Form*

Charles B. Alexander  
Benjamin J. Rikert  
Bruce K. Steele  
LeRoy M. Wells



## TEXT BOOKS.

Bible: Good English Bible with References and Helps, American Standard Revised Version preferred. Concordance, Walker's recommended. Various reference books on different courses.

Bible Dictionary, Davis' recommended.

English, Brooks and Hubbard's *Composition-Rhetoric*, Woolley's *Handbook of Composition*, Selected Texts.

Elocution, S. S. Curry's *Classics for Vocal Expression*, Emerson's *Evolution of Expression*.

Music, Evans' *Primer of Facts about Music*.

English Grammar, Buehler's *Modern English Grammar*, Buehler's *Practical Exercises in English*.

Latin Grammar, Allen and Greenough's *New Latin Grammar*.

Latin Lessons, Potter's *Elementary Course in Latin*.

Latin Composition, D'Ooge's, and Daniell's *Revised*.

Cæsar, Allen and Greenough's *New Cæsar with Vocabulary*.

Cicero, D'Ooge's *Select Orations of Cicero*.

Ovid, Bain's.

Virgil, Knapp's.

Greek Grammar, Goodell's.

Greek Lessons, Ball's *Elements of Greek*, Morrison and Goodell's *Greek Lessons for Beginners*.

Greek Composition, Pearson's *Greek Prose Composition*.

Xenophon, Goodwin and White's *Xenophon's Anabasis with Vocabulary, Books I-IV*.

Homer, Benner's.

German Grammar, Spanhoofd's *Lehrbuch der Deutschen Sprache*.

German Readers, Spanhoofd's *Lesebuch*, Storm's *Immensee*, Heyse's *L'Arrabiata*, Benedict's *Eigensinn*, Freytag's *Die*

French Grammar, Aldrich and Foster's *Foundations of French*.

French Readers, Syms' *Reader*, Daudet's *Contes*.

French Composition, Roux's and François' Advanced.

Arithmetic, Milne's Standard.

Algebra, Hawkes, Luby and Touton's *First Course*, Somerville's *Elementary*, and Fisher and Schwatt's *Complete Secondary Algebra*.

Geometry, Plane and Solid, Wentworth's, Phillips and Fisher's.

Trigonometry, Durell's *Plane Trigonometry*.

Physiology, Conn and Budington's *Advanced Physiology*.

Zoölogy, Galloway's *First Course in Zoölogy*.

Botany, Gray's *Manual*, and Coulter's *Plants*.

Physics, Wentworth & Hill's, Milliken & Gale's, and Sabine's.

Jackson's *Elementary Magnetism and Electricity*.

Chemistry, Remsen's *College Chemistry*, Prescott and Johnson's *Qualitative Analysis*.

Agriculture, Brooks' *Agriculture*, Vols. 1, 2, Bailey's *Principles of Vegetable Gardening*, Plumb's *Types and Breeds of Farm Animals*.

United States History and Civics, John Fiske's *History of the United States*, Boynton's *School Civics*, James and Sanford's *American History*.

Greek History, Oman's *History of Greece*.

Roman History, West's *Ancient World, Part II. Rome*.

English History, Walker's *Essentials of English History*.

English Literature, Pancoast's *Introduction to English Literature*.

American Literature, Pancoast's *Introduction to American Literature*.

**Mount Hermon Alumni Association.**

The Mount Hermon Alumni Association was organized in 1888 for graduates only and so continued until 1900, when the membership privilege was extended to all former students who were loyal to the school and desired to keep up old friendships. The membership on January 1, 1911, was 1,361.

**Extracts from Constitution and By-Laws.****OBJECT.**

"The object of this association shall be to encourage fellowship among the old students and to promote the interests of the school."

**MEMBERSHIP.**

"Every graduate shall become a member without election. Any person who has been a student at Mount Hermon School, and is recommended by the executive committee, is eligible for membership."

**DUES.**

"The annual dues of this association shall be one dollar."

**OFFICERS, 1910-11.**

President, John McDowell, '90.

Secretary, L. Lorimer Drury, '98.

Treasurer, Clayton C. Frissell, '01.

Vice Presidents, G. Gibbons Yarrow, '94; Edward F. Holbrook, '95; Elmer W. Keever, '98; Albert E. Roberts, ex-'00; William Y. Duncan, '06.

The association is now carrying on the following

2. The publication of the Mount Hermon Alumni Quarterly, which is sent to every member of the association. Subscription price fifty cents per year.
3. The Dwight L. Moody Running Expense Fund, through which contributions are made toward the support of the school.
4. The Alumni Cup Debates between representatives of the three debating societies, at the conclusion of which the cup becomes the property of the winning society for the ensuing year.
5. The Alumni Prize Debate, which is open to all the students of the school.

## *MOUNT HERMON SCHOOL*

**The Western Pennsylvania (Pittsburg) Hermon Club,  
President, W. B. Covil, Jr., 810 Glen Avenue, Wilkins-  
burg, Pa.**

**The Chicago Hermon Club,  
President, Wm. Ayer McKinney, 5229 Madison Avenue.**

**The Northern Ohio (Cleveland) Hermon Club,  
President, Rev. C. A. Brooks, 5810 Thackeray Avenue,  
Cleveland, Ohio.**

**The Western New York (Rochester) Hermon Club,  
President, Rev. Willis P. Hume, North Bergen, N. Y.**

**The Hartford Hermon Club,  
President, Willard E. Brown, 37 Barnard Street.**

**The college clubs are :—**

**The Yale Hermon Club,  
President, Dixon Van Blarcom.**

**The Princeton Hermon Club,  
President, R. H. Valentine.**

**The Wesleyan Hermon Club,  
President, E. C. Parlin.**

**The Harvard Hermon Club,  
President, Arthur Beane.**

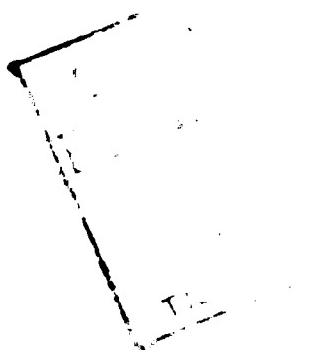
**The Brown Hermon Club,  
President, Charles M. King.**

**The Lafayette Hermon Club,  
President.**

**The Lehigh Hermon Club,  
President, Harry A. Haas.**

**The Syracuse Hermon Club,  
President, John Campbell.**

**The Colgate Hermon Club,  
President, Albert E. Stone.**



Overlook Hall



**ENTRANCE EXAMINATIONS.****ARITHMETIC.**

1. (a) Add  $4\frac{1}{8}$ ,  $5\frac{3}{4}$ , and  $6\frac{1}{3}$ . (b) Multiply together,  $\frac{1}{3}$ ,  $9\frac{1}{2}$ ,  
 $2\frac{2}{3}$ , and  $15\frac{1}{4}$ .  
(c) Simplify,  $\frac{\frac{3}{4}}{\frac{1}{6}}$  of  $3\frac{1}{2}$
2. If  $\frac{5}{7}$  of  $\frac{2}{3}$  of a piece of land cost \$420, what is the cost  
of the whole?
3. At \$9.17 per barrel, how many barrels of flour can be  
bought for \$876.35, and how much money will be left?

**ENGLISH GRAMMAR.**

1. Define and write sentences illustrating, (1) object complement, (2) attribute complement, (3) indirect object.
2. Write a sentence containing a prepositional phrase. Rewrite it, changing the phrase to a clause.
3. "When he entered the room he saw a man walking excitedly up and down." Classify the words in this sentence.
4. Analyze the sentence in 3.
5. Conjugate the verb *find*.
6. Define and illustrate, (1) transitive and intransitive verbs, (2) active and passive voice, (3) personal pronoun, (4) relative pronoun.
7. "*Honesty is doing what we pretend to do.*" Parse the words in this sentence.
8. Write a description of some familiar scene (about 100 words).
9. "You may be sure that your real intentions are better than your deeds, but unfortunately people cannot examine your intentions while they feel quite confident to judge your deeds." Separate this sentence into its clauses, and give the construction of each clause.
10. Fill out the following sentences, giving your reason in each case:—
  - (1). Between you and (I, me) that is not true.
  - (2). It was (they, them) that you saw.
  - (3). I knew it was (they, them).
  - (4). They knew it to be (I, me).
  - (5). If it (be, is) possible live peaceably with all men.
  - (6). If I (were, was) you I should go.

2. When, why, by whom, and with what privileges was the colony of Maryland founded?
3. Sketch the history of the Louisiana territory, especially noting what brought about its last transfer.
4. Explain very briefly the matters on which political parties divided immediately after the Missouri compromise.
5. Tell the most important things you know about any one of the following men: Nathaniel Greene, James Madison, Thomas Jefferson.

### B. HISTORY.

1. Explain briefly: Free-soilers, Know-nothings, Copperheads, Mugwumps, Carpet-baggers.
2. Trace the rise of the Kansas-Nebraska question, its chief events, and its results.
3. Name two great battles of the Civil War, tell when each was fought, and explain clearly why each was important.
4. Tell what you can about the history of the tariff.
5. What seem to you the best reasons for remembering Grant, McKinley, Cleveland?

### CIVICS.

1. For what reasons is the Congress of the United States divided into two houses? Why is each house elected in a different way?
2. What is a committee? What may a committee of the House of Representatives do with a bill submitted to it?
3. Give reasons why you believe present conditions are satisfactory or unsatisfactory in regard to the President's (a) election, (b) term of office, (c) salary, (d) powers.
4. Mention as many restrictions as you remember upon the powers of Congress and give the reasons for each.
5. Who are citizens of the United States? Mention guarantees made to them as against the states and explain how these guarantees happened to be given.

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**ENGLISH BIBLE.****FIRST FORM A.**

1. (a) Write in full the names of any five Old Testament historical books. (b) Tell for each the name of any one person mentioned in it and one fact about the person.
2. Write the third and seventh commandments.
3. What led Jacob and his family to settle in Egypt? Why did his descendants leave Egypt and how?
4. What happened at Mount Sinai? How long did the Israelites wander in the wilderness and why?
5. What did Joshua do for the Israelites? Aaron? Samuel?
6. Tell about (a) Abraham and Isaac; (b) Gideon's army; (c) Samson's death; (d) Eli and his sons; (e) David and Absalom.

**FIRST FORM B.**

1. What was the character of Solomon? What followed his death and why?
2. Why did the southern kingdom last longer than the northern? How did each end?
3. What was the difference between a prophet and a priest? Name one great priest, one great prophet, and one great king of Judah and tell what each accomplished.
4. How did God bring about the return of the Jews from captivity? Name two Jewish leaders in the restoration and tell what each did.
5. Describe briefly any three scenes in Jesus' public ministry and tell where each occurred.
6. Tell how the church was planted (a) in Jerusalem; (b) in Philippi; (c) in Ephesus.
7. (a) Name three of the apostles and tell something about each. (b) Name three of Paul's fellow workers and tell

## ELEMENTARY SCIENCE.

## PART I.

1. Define physics, energy, work, machine, element, chemistry, chemical action, sound, gravitation, specific gravity.
2. How does heat get to us from the sun?
3. Give an illustration of a physical change, also one of chemical change.
4. Name the three states of matter. Give two uses of a barometer.
5. Of what is the air composed? Of what is water composed? How could you prove experimentally that your answers are correct?

## PART II.

1. Explain how food reaches the tissues of the body.
2. Describe the structure of a plant, and tell what you know of the work done in the different parts.
3. Write three sentences about each of the following heavenly bodies: sun; stars; moon; planets.
4. Define igneous rock; sandstone; fossil; marble; coral; peat; coal.
5. Tell what you can about the life history of the frog.

## A. ALGEBRA.

1. Add  $2y^2 - 4y + y^4 - 1$ ,  $8y - y^3 + 3y^2 - 15$ ,  $3y - 7 + 11y^4 - 15y^2$ , and  $4y^8 + 12y^2 - 6 + y^4$ .
2. The sum of four numbers is 96. The first is four times the second and exceeds the third by 20. The fourth exceeds the sum of the first and second by 4. Find the numbers.
3. Divide  $10a - a^2 - 25 + 16a^4$  by  $5 + 4a^2 - a$ .
4. Factor  $x^2 + 4x + 3$ ,  $8n^2 - 18n - 5$ ,  $8a^3 + 1$ ,  $x^4 - 16$ .
5. Solve for  $x$ :  $80 - 6(4x + 3) = 7x - 3(6x + 1)$ .
6. Simplify  $2x - (8y + 5x - 5x - y) - (-9y + 3x)$ .

7. Factor  $a^2 - 4b^2 - a - 2b$ ,  $(x-1)^3 + 6(x-1)^2 + 9(x-1)$ ,  $49a^2 + 4 - 36b^2 - 28a$ ,  $a^6 + b^6$ .
8. Find the H. C. F. of  $x^3 - 27$ ,  $x^2 - 6x + 9$ , and  $2ax - 6a - bx + 3b$ .
9. Factor  $x^5 - 16x^3$ ,  $21a^3 + 14a^2 - 24a - 16$ ,  $64 + 125a^3b^6$ ,  $a(a - c) - b(b - c)$ .
10. Divide 39 into two parts such that three times the smaller shall be as much below 58 as twice the greater exceeds 38.

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